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ABSTRACT

Themes of the 24th Annual International Association of School Librarianship conference included: "School Librarianship"; "Children's Literature"; "Technology"; and "Children's Literature, Literacy, and School Librarianship." The following presented papers are assembled in this proceedings: (1) "For Better or Worse? School Libraries in the UK: Problems and Developments" (Vida Conway); (2) "Teacher-Librarianship: Bridging the Gap Between Research and Practice" (Ken Haycock); (3) "Never Mind the Book, I've Seen the Video" (Margaret Perkins); (4) "Some Issues Concerning Access to Information by Blind and Partially Sighted Pupils" (Christopher F. Green); (5) "Sustaining the Vision: How Can We Ever Have Literacy for All?" (Judith Graham); (6) "Condensed and Enriched: Images of the Miniature and of the World of Children's Literature" (Susan Hancock); (7) "Where Are the Children in Children's Literature? Teaching Children's Literature to Undergraduates" (Elizabeth Grugeon); (8) "The Contribution of Iona and Peter Opie to Children's Literature" (Barbara J. McKinney); (9) "Freud's "The Uncanny" in Caroline B. Clooney's "Vampire Trilogy" (Kevin McCarron); (10) "Political Correctness or Telling it Like it Is: Selecting Books about Australia's Indigenous People for Use in Australian Schools" (Alison Gregg); (11) "Immigrants and Immigration in Israeli Children's Literature" (Moshe Yitzhaki and Nava Richter); (12) "All Alone and Lost in Cyberspace: Closing the Gap Between the Local Village and the Global Village through Teaching Namibian Children Information Skills and Technology" (Veronica Jacobs); (13) "Dickens and Children's Literature" (Richard Pearson); (14) "Facilitating the Integration of Information Technology into the Primary Curriculum: Part of the Teacher-Librarian's Role?" (Paul Lupton); (15) "See No Evil, Hear No Evil, Interact No Evil?" (Ross J. Todd); (16) "Sustaining the Vision through Networking...(and a Few Challenges Too!)" (Lyn Hay and James Henri); (17) "Principal Support: What Does it Mean to Teacher-Librarians?" (Dianne Oberg); (18) "Literature in a Divided

Community" (Anne Taylor); (19) "New Media, New Opportunities? The Developing Role of the School Library in Teaching and Learning" (Margaret Kinnell Evans); (20) "The Child, the Book, and the Internet" (Peter Hunt); (21) "Sustaining the Vision in Brant County Board of Education in Ontario, Canada" (Sandra Hughes); (22) "The Child's Voice in Children's Literature" (Deborah Thacker); (23) "Ultra-Orthodox Children's Literature in Israel: A Case Study of Sub-Cultural Children's Literature" (Moshe Yitzhaki and Snunit Shoham); (24) "Discourse after the Bomb" (Mick Burton); (25) "Children's Literature-Comparatively Reading. Thinking about the Pink Bits: A Consideration of the Influence of English Children's Literature" (Jean Webb); (26) "Cartography in Children's Literature" (Clare Ranson); (27) "D. W. Winnicott: The Creative Vision" (Nigel Hand); (28) "Teachers as Readers/Students as Readers" (Wanda F. Jones); and (29) "Managing Media Centers in Secondary Schools" (Jan F. Kruger). (SWC)

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SUSTAINING THE VISION

24th Annual Conference

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

SELECTED PAPERS

WORCESTER COLLEGE OF EDUCATION
A UNIVERSITY SECTOR COLLEGE
WORCESTER, ENGLAND

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SUSTAINING THE VISION

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International Association of School Librarianship

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Preface

All presenters at the 24th Annual Conference of the International Association of School Librarianship were invited to submit written copies of their remarks to be published as selected papers. All papers that were submitted to the organizing committee for consideration were reviewed by an editorial committee for inclusion in this publication. Selection of papers is based upon one or more of the following criteria:

Applies to the conference theme
Integrates with other papers on the conference theme
Presents information applicable to a large percentage of IASL members
Is well written
Presents *new* information or information new to IASL members
Adheres to proposed length
Unique information
Represents a wide variety of countries.

Papers are lightly edited for punctuation, clarity, grammar, and spelling by the committee members who forward their suggestion to the chair of the committee who is responsible for the final copy.

Jane Laxton, Librarian, Birkenhead High School, Liverpool
Marilyn Miller, University of North Carolina, Greensboro, North Carolina
Anne Poyner, Principal Librarian, Children and Youth Libraries, Hereford and Worcester
Jean Webb, Worcester College of Education, Worcester
Donald C. Adcock, American Association of School Librarians, Chair

IASL CONFERENCE PROGRAM

World Book International Keynote Address and Reception

Exploring the Vision (Keynote address sponsored by World Book International) ..... Margaret Meek

School Librarianship

School Librarianship in the UK: Problems and Developments (Keynote) ..... Vida Conway

A Publisher's Perspective (Keynote) ..... Chris Kloet

Action Research ..... Ann Clyde and Tony Ghaye

The School Library Service in the UK ..... Ann Poyner

What the Vampire Offers the Young Adult ..... Joseph de Marco

Education for Teacher Librarianship: Bridging the Gap Between Research and Practice ..... Ken Haycock

Inter-Agency Collaboration Among Information Providers ..... Gerald Brown

Never Mind the Book I've Seen The Video! ..... Margaret Perkins

Literacy Projects with Multicultural Literature ..... K. Hones, Rosemary Woolard, and Yvea Eaton

School Libraries and the Blind ..... Chris Green

Sustaining the Vision: How Can We Ever Have Literacy for All ..... Judith Grahame

Pupil Involvement in School Libraries ..... David Nichol

Information Skills ..... Geoff Dubber

Children's Literature

Literature in a Divided Community (Keynote) ..... Anne Taylor

Did I Hear You Write? (Keynote) ..... Michael Rosen

Condensed and Enriched Images of the Miniature in Children's Literature ..... Susan Hancock

Picture Books and Reading: Making it New ..... David Lewis

Where Are the Children in Children's Literature? ..... Elizabeth Grugeon

The Contribution of Iona and Peter Opie to Children's Literature ..... Barbara McKinney

The Anxiety of Absence: Point Horror Novels and Teenage Angst ..... Kevin McCarron

The Work of Jack London ..... Myra Schull

Political Correctness or Telling it Like It Is: Issues in Selecting Books About Australia's Indigenous People for Use in Australian Schools ..... Allison Gregg

The Image of the Immigrant in Israeli Children Literature ..... Moshe Yitzhaki and Nava Richter

All Alone In Cyberspace: Teaching Children in Namibia to Use Technology ..... Veronica Jacobs

Children Talking About Books in the Primary Classroom--A Practical Approach ..... Mari Jones

School Librarians and Influence in the Work Place ..... Gary Hartzel

Charles Dickens and Children's Literature ..... Richard Pearson

Technology

New Media, New Opportunities? The Developing Role of the School Library in Teaching and Learning (1995 Weston Woods Lecture) ..... Margaret Kinnell Evans

Sustaining the Vision in Brant County Board of Education (IASL/Sirs Award Winner) ..... Sandra Hughes

10 Years of Children's Books in the UK ..... Julia Eccleshare

The Integration of Information Technology into Primary Curriculum: Part of the Teacher-Librarian's Role ..... Paul Lupton

See No Evil, Hear No Evil, Interact No Evil? ..... Ross Todd

Developing a Multimedia Center ..... Steve Baule

10 Steps in Designing and Implementing a Local Area Network ..... Eleanor Howe

Sustaining the Vision Through Networking...(and a few challenges too!).... Lyn Hay and James Henri

Chatting with School Librarians All Over the World ..... Barbara Wallace

Strained Relationships or Essential Partnerships?: Linking Libraries and Information Technology in Schools ..... Jillian Kendall

Principal Support: What Does it Mean to Teacher-Librarians ..... Dianne Oberg

Canadian Videos for Children and Bibliographic Data ..... Lorrie Andersen

Successful Contracts to Sustain the Vision ..... Blanche Woolls

Children's Literature, Literacy and School Librarianship

The Child's Voice in Children's Literature ..... Deborah Thacker

Ultra-orthodox Children's Literature in Israel: A Case Study of Subcultural Children's Literature ..... Moshe Yitzhaki

After the Bomb: Dialogics of Fiction Taught in English Secondary Schools ..... Mick Burton

Children's Literature Comparatively Reading ..... Jean Webb

Cartography and Children's Literature ..... Claire Ranson

The Reading Environment ..... Diane Godwin

D. W. Winnicott and Literary Studies ..... Nigel Hand

Teachers as Readers/Students as Readers ..... Wanda Jones

Plenary

Reading for Children in the '90s (Keynote) ..... Kimberley Reynolds

The Child, the Book and the Internet (Keynote) ..... Peter Hunt

For Better or Worse?
School Libraries in the UK: Problems and Developments

by
Vida Conway
Head of Library Resources
Chaucer Technology School, Canterbury

I could start with the cliche "Which do want first? The good news or the bad news?" But since, if you were to opt for the good news first, I should have to shuffle these papers into a quite different order, I have made the decision for you. It's bad enough,after all, to be sandwiched between Margaret Meek and a Barn Dance -- unable to equal either the intellectual content of the one or the entertainment value of the other.

Perhaps I might indulge in a little reminiscence of school libraries I have known. My own primary school (5 to 11) didn't have such a thing. We had linen backed reading books with geometrical designs on the covers and there were pictures of farm animals -- and of an unreal figure called "Mother," but the text was unmemorable. Still, that was over a half century ago. My secondary school *did* have a library. It was a second floor room of a converted farmhouse and its main attributes were remoteness from the staff room and an outlook on to green lawns and trees. No one below the sixth form was allowed into it (unless you attended Music Club after school, when sixth formers introduced to adoring juniors 78 [rpm] records of "Gigi" and "The Sorcerer's Appren-tice"). During school hours it was reserved for private study; the only books I ever took from its shelves were Lewis & Short, the Latin dictionary that sometimes unlocked the problems of prose translation, and the Harrap dictionary that did the same for French. Although I was a committed reader, and a conscientious student, there was no book that I ever was attracted to take home. I can say with conviction that the dictionaries being too heavy to carry away there would be no thefts from those shelves.

In my first teaching post as a teacher of English in secondary school for two years, I never even found the library -- an interesting indication of how it then seemed irrelevant to what one was doing. I now feel both guilt and horror at that thought and almost didn't confess it to you. But there was one --again a sixth form precinct and at the age of 21 I was not considered experienced enough to be allowed to teach them.

If it seems a little indulgent to dwell on such early recollections, it is at least an indicator that some progress has been made in the intervening years, and I can put before you with more heart the problem and difficulties faced by those who run school libraries in the UK at the present time.

Problems and difficulties abound. They can be summed up simply: lack of funding, lack of central role in the curriculum, lack of central role in management structure and inadequate staffing.

This seems a good moment to point out that, although this talk's subtitle refers to the UK, in the main references are to the situation in England and Wales which have a common system. Only occasionally has it seemed practical to refer to differing conditions in Scotland and northern Ireland, and I apologize at this point to any Scots or Irish listeners for any lack of specific reference to their circumstances.

The provision of libraries in schools is a statutory requirement in Scotland and Northern Ireland, but not in England and Wales. Despite this, practically all schools have a library of some sort; the primary sector sometimes finding it difficult to provide a room for the purpose, and obliged to use an entrance hall or a corridor. Secondary schools almost always have designated space, but if pressed for teaching space are know at times, sometimes on a regular basis, to timetable classes into it. Phrases like "practically all" and "almost always" are unavoidable since there is no comprehensive statistical information on school libraries, comparable with that available for public libraries. What we do have are sample surveys. We also have figures assembled by the Educational Publishers' Association on money spent on all books used in schools in 193, but with no sepa-ration of library spending from textbook spending. Book Trust, a charitable foundation for the promotion of books and reading, produced figures in 1989/90 for what was then considered reasonable expenditure per head on all school books and what would be considered good. They came up with this

SCHOOL LIBRARIES

EXPENDITURES	RESOURCE ITEMS*	OPENING HOURS*	LIBRARIANS*
Average expenditure for secondary schools per pupil £4.18 Average book price for secondary £9.82	Only 20% of secondary school libraries have 13 items per pupil *Number of items per pupil recommended by Book Trust	58% of middle/primary schools open fewer than 31 hours per week *A library open during lesson time only would be open for about 25 hours per week. One open at lunch and morning break each day would be open 31 hours a week.	UK: 1 for every 8,000 pupils *The Library Association uses the term "librarian" only for professional librarians.
Book Trust recommendation per pupil for books: Secondary: £15.11 Primary: £11.13	29% of school libraries have fewer than 8 items per pupil	35% of secondary schools open fewer than 31 hours per week	Scotland: 1 for every 2,300 pupils
Overall expenditure expected to drop by 5% (secondary) and 8.6% (primary) in current fiscal year.	Average number per pupil: 7.3 primary schools 10.4 secondary schools	7% are open more than 41 hours per week	London: 1 for every 4,900 pupils
50% of secondary school libraries have 5 or more workstations for pupils' use	15% of schools replace total stock every 10 years or less		20% of secondary school libraries run by a teacher with less than 20% of time dedicated to library work

The most recent information about the state of affairs in this country is a set of statistics produced in May of this year by the Library Association, in connection with a publicity week they mounted called *Library Power* which set out to draw attention to the problem. The figures above regarding the number of resource items and expenditures are taken from research conducted between January and April of this year. It covered locations across the UK involving 66,.000 children and looked at the combination of school and public library services available to them in 100 post code areas. Lack of funding of libraries is widespread and serious. Although the Library Association uses the term "librarian" only for professional librarians, this is a good place to say that I have used it throughout this talk for the person in charge of the library and have made the distinction, where necessary, by referring to professional librarians, or teacher librarians.

There is one encourage statistic here, and it computer workstations. I shall be saying more later about IT in the library, but here at least there is encouraging and rapid growth. Five years ago the situation would have been very different. So much for the situation -- now the reasons for it.

Why does this happen, you may ask. Why, if schools think it worthwhile to have a library at all, when they don't have to have one. Do they not fund it more appropriately? It stems firstly form an overall under-funding of schools, so that there is always a host of conflicting worthy causes claiming a share of the precious pot of gold, some of them so obviously essential -- set texts for examinations, paper to write on, basic materials for art or technology--that the library's needs are sidelined.

This sidelining can only happen because of the second reason for underfunding -- the total failure in some schools to see the essential role of the library as a curricular support, some would say as a curricular basis. A key figure in establishing the image of the library is the head teacher, who, although she or he does not usually nowadays make autocratic decisions, will be a major influence. In all schools where the library is excellent it has the unqualified support of the head teacher, whose vision it has been to equip and staff it properly.

You would think that teachers would clamor for a cross-subject resource, funded to provide attractive, exciting materials of a kind that cannot be bought in sets for class use. The reason that they do not do so more vociferously is that the provision of a library was no part of their own school lives (One wonders, in some cases, if it was a part of their university lives either.) and they fail to see its potential. If you add to that the fact that resource-based learning was much I vogue in the sixties, now castigated as the age of permissiveness and low standards, you begin to see historical reasons for libraries not always being demanded as essentials by teaching staff.

Furthermore, use of the library has not featured much, it at all, in the training programs for teachers in this country, so that younger members of the profession still come into schools not seeing it as a natural source of materials and an obvious place to take their classes or have recourse to themselves.

These comments about teachers' and headteachers' attitudes need qualification. There are exceptions to all generalizations, and it is only possible for me today to paint with a broad brush in this address. Most primary school heads and staff have recognized the value of a library; for them the constraints are budgetary only. Their method of working with children requires the use of a range of resources. It is the subject specialism of secondary school, and of our higher education system, that produces teachers with a high level of knowledge and real enthusiasm for a specific subject area -- and *sometimes the* accompanying assumption that narrowness is necessary to achieve excellence.

The final nail in the coffin of the under-used library is , of course, its stock. If that is inadequate, if now in the 1990s it is entirely book based, does not offer a wide choice, a range of periodicals, and non-book items, if its fiction is not as well packaged and presented as the station book stall, then it is doomed. If there is an IT department elsewhere in the school, still keeping hold of the CD Roms and the word processors, there is truly little hope for the library.

Having hammered home the "final nail," it is now timely to talk about the staffing of our school libraries. I *qualify* the inclusion of staffing in the handicaps, since it is common, whatever their difficulties, to find dedicated, enthusiastic people with a vision of what a good school library should be -- even if they lack the resources to provide it.

In this country there is no standard qualification or initial training for a teacher-librarian. Some School libraries are managed by professional librarians who have library skills but are rarely equipped with a teaching qualification as well. Schools that appoint them, even if on a term-time only basis are usually pleased and surprised at the way in which library use develops. Schools that appoint a full-time librarian, have already made a commitment to the value of their library. The vast majority of school libraries, however, are managed by teachers, many of whom have no knowledge of library organization when they take on the job, though many of them find some form of INSET, however brief, and most of whom are expected to run the library in addition to having a full, or almost full, teaching timetable. Can a more impossible task be imagined? You are in charge of a facility that should be available to pupils throughout the school day, yet you are only able to be there during morning break, in the lunch hour and after school? On top of that you have full responsibility for teaching a subject, and all that that involves -- preparation of material, marking, recording achievement, attending meetings, and so on. Some teacher-librarians have an allocation of hours for the library, but as you have seen, it is not usually a large one. As a teacher-librarian in a large secondary school of 1200 pupils, I was unusually blessed by being allocated never less than 50% of my time to manage the library. I never met another teacher-librarian with as generous an allocation. The result of my having this time meant that the library developed and improved, the staff began to understand its role in the school, and whole-heartedly approved when I was finally appointed to be there on a full-time basis with a clerical assistant as well. In some cases, teacher-librarians with a full teaching load, have the support of part of full-time clerical or technical assistance, sometimes the voluntary support of parents. The level of their expertise in library matters will vary, most of it up to now being learned on the job.

There are opportunities for teachers to acquire a qualification in librarianship by several routes, though too few are able to take advantage of them. The reasons may be a lack of available funding -- you can't take a year out of your job without funding for your replacement, not to mention the costs of your course. Those with family commitments may not easily be able to change their residence. And there is no financial or promotional incentive, no career ladder within the world of school libraries. Professional librarians must move out of schools if they seed career development, and teachers must usually seek it along the paths of pastoral or subject work.

A hopeful development in recent years has been the introduction of distance learning courses, pioneered by the University of Wales in Aberystwyth, which offers both a Master's and a Bachelor's degree in Library and Information Studies.

But most teacher-librarians are obliged to rely on short training courses, like the SLA weekend training course, along with its training days up and down the country, and opportunities offered by school library services, or institutes of further education.

A word at this point about school library services. Until recently they have been a local authority provision, free of charge to schools, offering a range of services -- boxed project loans on more or less any subject requested by a school, a range of up to date fiction and non-fiction to boost the school's own stock, access to non-book materials, assisted purchase schemes, book-processing and cataloging services, and the support o professional library staff who would visit teacher-run libraries on a regular basis, offering advice and practical help. Primary schools have always relied particularly heavily on them for changing up-to -date book stock for project work in the classroom.

As a result of recent legislation, about which I have more to say shortly, school library services have ceased to be a free provision to schools. As part of a policy of giving schools more control over their finances, most of the money that was spent on them has been delegated to schools, subsumed, in other words, into school budgets, without being earmarked "for the library." School library services have become, like privatized business, responsible for their own financial survival, the argument being that, if they provide a service that is valuable to schools, schools will buy it. What has happened is that some school library services are thriving and are well supported by their schools, others have ceased to exist, and in many areas teachers and pupils are leaning heavily on the public library service, itself facing cutbacks, to supply their needs. The changes in how school library services are managed has sharpened the disparity of provision for children in this country.

Well, it is a gloomy scene, isn't it? And describing it has perhaps had at least the effect for some of you of making you feel that things aren't as bad in your own situation as you thought. Gloomy it may be, but it is not static. It would probably be true to say that no libraries now are quite as bad as that one I began by describing, so gradually there is change -- but change that is more of a drip process than a torrent.

I would like to move on now to the "good news" -- the heartening developments that have taken place over the past few years, that have visibly turned round a number of libraries which I now about and which have at any rate made some impact on the inadequacies of others.

It is worth mentioning in the first place a few of the many significant publications that have stressed the urgency of improvement in our school libraries.

Better Libraries: Good Practice in Schools was produced by Her Majesty's Inspectorate in 1989. Rather than lament the inadequacies they had seen, the inspectors set about describing examples of good practice observed during visits to schools between 1986 and 1989. The style is simple and direct, the tone friendly -- it's a collection of good ideas, many of which can be put into practice inexpensively with immediate improvement. Most significantly of all, a copy was sent to the headteacher of every school. This is the sort of thing it was saying:

> "The better school libraries advertise themselves successfully. They sign-post the location of the library at the entrance of the school and in corridors. They regularly have changing displays about the library at key points in the school They circulate broadsheets containing library news and review, sometimes written by pupils."

Simple, encouraging, non-threatening. Obvious, I can imagine some of you thinking. Yes, but even really well-run libraries would find something there that they had not thought of doing, or might approach in a new way.

This was followed in 1992 by *Books in Schools*, the Book Trust publication previously referred to. Its opening chapter states unceremoniously, "Rarely have so many pupils had so few books," and it made these specific recommendations for school libraries:

The School Librarian should:

* form an integral part of senior management and curriculum planning structures
* be a full-time appointment throughout the calendar year
* have head of department status within the school
* be directly responsible to the headteacher
* be supported by a library resources committee
* attend all head of department meetings and resource committees
* be actively involved in departmental internal planning
* have opportunities to develop informal relationships with teaching colleagues

A copy of this, too, was sent to all schools.

In the same year, the Library Association published *Learning Resources in Schools*, a comprehensive set of guidelines for establishing an effective school library, covering issues such as management and staffing structures, accommodation, learning skills, and the role of the School Library Service. It was the first publication to give detailed advice on how to develop a financial plan by assessing current stock, and following formulae for an annual maintenance budget and an annual development budget.

CALCULATING THE COST	
Annual Maintenance Budget	Annual Developmental Budget
No. Of items to be replaced annually (10% minimum) X Average price per item	No. Of **additional** items needed to reduce shortfall X Average price per item

This was of enormous value to school librarians, since it gave them a clear framework on which to cost the inadequacy of their library funding, and to demonstrate to the school management what was needed. But since this publication ad to be bought, and was not inexpensive, those who needed it most may well never have seen it.

Most recent of all has been a report produced this year for the Department of National Heritage (which includes libraries) by a working party of the *Library and Information Services Council* on library services for children and young people. Entitled *Investing in Children*, it examines the whole field of provision and makes valuable comment on what sort of relationship there should be between public libraries, school library services and school libraries.

These are by no means the only useful and interesting publications of the past six years, but are the ones most relevant to the school librarian on the job. They were timely indeed. All the talk in schools was of policies and development plans, part of the growing pressure from government to make schools more accountable, more effective, and to give value for money. They provided useful ammunition for librarians in schools where there was a need for improvement. Librarians who not only proposed that staff should discuss as a whole a policy for the library within the school, but who also came armed with a development plan and an assessment of expenditure for a three to five year period, tended to be noticed. These were not quiet little people who stamped labels in books.

It has been government policy throughout the 1990s to extend the market economy into the

public sector. Within schools, and thus within school libraries, this has led to the following broad developments:

1. A move towards "customer" orientation. (No work has increased in general use so much as the word "customer.")
2. A demand that value for money be demonstrated.
3. Competition between schools for pupils.

A government bent on increasing parental choice and parental power began by handing to school governors more power than they had ever held before, including the power to appoint (and dismiss) staff without intervention from the LEA, and the power to distribute the school's budget. So the library might get more than moral support from the governors--it might receive had cash. But it would only be likely to do that if the librarian adopted marketing strategies --demonstrated the need for the product, demonstrated that it was good value for money, generated customer demand.

This new budgetary feature of the Act was known as Local Financial Management, or LM whereby, apart from a small proportion retained by the LEWA to provide items such as transport and school meals, the governors had control of the budget and could make decisions as to how much of it went on staffing, how much on books, how much on furniture, and son on. In the days of LEA control, the budget was compartmentalized and sums were allocated to buildings, books, staff... So, for the first time schools were free to appoint a librarian without losing, say, a technician from the science laboratories. They could decide to refurbish the library and manage without new chairs in some of the classrooms. Overall this organizational change has benefitted school libraries -- many of them have had a face-lift and acquired staffing for the first time as a result of LM.

The reference to schools becoming more competitive, where they used to work cooperatively, has stemmed from replacing the old notion of "catchment area" with an emphasis on parental choice. The upshot has been that schools have been more anxious than ever before that their image be a good one. They would like to be chosen. Visiting parents must like what they see -- and although it may be for all the wrong reasons, libraries have often benefitted, since libraries can be something of a showplace in the school. As long as the improvements to the library are of the right kind, and as long as it becomes more used by pupils as a result, librarians have not objected. Good librarians have seized upon the scope for implementing change. They have requested, and sometimes been granted, a place in the line management structure of the school, a link with the governing body in having a governor with specific interest in the library, and have set about looking at ways I which investment in the library could be evaluated. Governors can be particularly helpful. They are outsiders, people from business and industry quite unaccustomed to the sort of penny-pinching accepted in schools as a matter of course, and valiant campaigners for resources in schools to be improved.

Curricular change has been the really significant thing. Teachers in England feel as if curricular change has been non-stop since the early 1980s. A new examination at 16, GCSE (General Certificate of Secondary Education) and an initiative (TVEI) to make the curriculum for 14-16 year olds more vocational and more autonomous, both brought significant changes. A large element of course-work in place of traditional examinations, and the requirement in a range of subjects that young people show evidence of individual research, transfused fresh blood into our secondary school libraries. Librarians at las had real hard evidence of the need for their stock to be updated -- and teachers were agreeing with them.

1988 saw the introduction of a National Curriculum, setting out for the first time attainment targets for the four key stages of learning from 5 to 16, suggesting programs of study to enable them to be reached, and demanding standardized tests at 7, 11, and 14 to check on the level of achievement. This is not the place to enlarge upon the controversy and debate there has been over this new curriculum and the original model which went against the advice of professionals in education has been modified. What emerged does stipulate that young people need to acquire certain information skills, they need to learn how to use reference books, how to interrogate text, and so the aims of school librarians have been supported. In specifying what possible areas may be chosen for work in history, geography, literature and science, for example, it has limited the range of materials a school library might be expected to provide, and thus enabled librarians to plan more effectively with a limited budget.

Not only are schools to have a centrally established curriculum, their pupils to be regularly tested and the results to be published, they are also to undergo regular inspection at four yearly intervals. The group of professional educators, formerly known as Her Majesty's Inspectorate (HMI), was diminished and a new privatized body containing about a third of the former HMI, but including a proportion of lay inspectors, was put together and renamed Office for Standards in Education (OFSTED). These school inspections are thorough -- they cover not just the quality of teaching and learning, but the management of schools, their accommodation and resources, and whether they are giving *value for money*. Schools are provided with a *Framework for the Inspection of Schools* which tells them clearly what they should expect form an inspection. There are elements that clearly relate to the library.

A written report is produced after a school has been inspected, and copies must be made available to any members of the public who wish to see them. Amazingly --and amusingly-- the promise or thereat of inspection has had a considerable effect on schools. Many have called in professionals for a "pre-inspection," a sort of dummy run so that hey can put their house in order before the real thing befalls them,with the dreaded possibility of bad publicity. Any many of them have realized that their libraries will not stand up to scrutiny. I now of one school -- and feel sure it will not be the only one -- that appointed a professional librarian to sort out its library as a direct result of the "pre-inspection" advice.

We await publication in Autumn of this year of something provisionally entitled *100 School Libraries*, a survey by members of the inspectorate that has entailed visits to primary, secondary and special schools all over England. An article about this work in a recent edition of *Literacy Today* by HIM Stewart Robertson suggests that successful libraries contribute to the "value-added" element of education. I quote from the article:

> Most critical, however, is the presence of an adult who is sufficiently knowledgeable about books and reading and well-informed about the needs and interests of children and young people to "match" particular resources and individual pupils. The dynamic between pupils and such a teacher, librarian or ancillary is often instrumental in encouraging the first and subsequent steps in reading for pleasure. Its positive effects in terms of literacy are incalculable.

I would like this to be printed out in huge fluorescent letters and posted to the Secretary of State for Education and to every headteacher and every school governor in the land.

The word library has been used extensively so far with the assumption but no great emphasis on its being essentially a multi-media center. Where librarians have shown themselves to be interested and possibly well-versed in IT developments in particular, the library has taken off as a focus of interest in the school. Since Margaret Kinnell is to speak later in the week on the subject of technology, I do not propose to deal with it in detail, but it is worth saying that what seemed two years ago t be invaluable assets to secondary school pupils were a considerable number of networked computers in the library for their use with word processing packages, a spread sheet, an encyclopedia, a world atlas at their disposal. Since then there have, I know, been developments in interactive materials and much talk of the Internet. Where school libraries have computerized their issue systems, there have been great gains in accessibility of the catalog, particularly if it is networked throughout the school in the speed with which items can be traced and the general efficiency of issue and recall of materials. All these features contribute towards the greater professionalism of the school library.

A good deal of what I have said has indicated the importance of the school librarian in creating a profile for the library. Undoubtedly the personality and the energy are as important as the training since young people need more than a well organized collection resources; they need, as Stewart Robertson has said, the kind of inspiration that an enthusiastic, dynamic approach to its use can give. Acknowledgement must be accorded those who work in less than ideal conditions, but how achieve so much --whatever their background or skills. The realization of whole school policies and development plans for the library are usually attributable in large part to the tact, infectious enthusiasm, and sheer hard work of the librarian.

I spoke earlier of the limited opportunities for training in librarianship open to teachers. A new initiative holds promise of a scheme that would enable them, or clerical assistants, or parent

volunteers to acquire skills and a recognized qualification without needing secondment. National Vocational Qualifications (NVQs) are on the way in, and are newly available in library and information studies. Some of their key features are that they are modular in structure, may be taken in any order and at any pace, and are assessed on a practical rather than a theoretical basis.

I fear that too much of this talk has been of the struggle, too little of the achievements. That is because one cannot hide or deny the statistics; one cannot conceal that there is much hard campaigning to be done still, but I would like to finish on a more upbeat note, by indicating to you some of the positive developments in the field and some of the initiatives being undertaken by librarians in our schools.

There have recently been an increasing number of advertisements in the *Library Record*, the journal of the Library Association, for professional librarians in primary schools, and Buckinghamshire County Library Service has cooperated in the making of a video which features three professional librarians working in five primary schools, demonstrating the contribution that such an appointment can make to the improved management of resources, support for topic work across the curriculum, the development of information skills and the use of information technology. This is a natural follow-up to a scheme in which the local school library service worked in partnership with primary schools "to identify and demonstrate the particular contribution that the library can make to the curriculum of the primary school." To justify the financial outlay on the scheme it was felt necessary to attempt some measurement of its educational effectiveness. This was done by careful record-keeping of , for example, the librarians' activities, class use of the library, information skills materials that had been prepared, library -related work done by the children, and so on. Certainly, following a similar venture in secondary schools, the number of professional librarians employed in that authority's schools rose from none to fifteen over a five year period.

An independent secondary school in the Midlands has recently built a new library on the site of an old tennis court with an upper floor designed for private study and a ground floor for more relaxed and informal area. Since this library opened in September 1994, three out of every five of the school's pupils visit it every day, and four full-time and two part-time members of the staff keep it open for 80 hours a week.

A secondary school librarian has lead a scheme whereby her school library has been used as a basis for extending opportunities for gifted children from two to its feeder primary schools,which then led to work of a similar kind with gifted children from the secondary school. The librarian comments, "The pupils involved in the pilot scheme probably think that they only learned some extra facts about the subjects they were studying. I am sure they have gained insight into research and information skills which will stand them in good stead ... And which has set them well on the way to becoming independent learners."

Another enterprising librarian used the annual Carnegie Medal award for fiction to set up a reading project with 14 to 15 year-olds. She has had to work with only a very limited number of copies since hardback fiction titles eat fast into library budgets, but judicious use of a photocopier has helped pupils get a flavor of which books they would like to concentrate on. The librarian's comment on the whole venture, pursued in slightly differing forms over several years is, "Our conclusions as to the value of the project are very positive. All the books have been in continuous circulation since the new school year began; the children still talk about the project; and the image of reading has been enhanced within a group of fairly reluctant readers, and by a subtle knock-on effect, will beyond it. What more could we ask?"

In my own library, stimulated by a request to take part in an action research project which led to the publication of *School Libraries in Action*, we examined in some detail how the library was used by Year 7 and Year 9 pupils work for art. The department had always relied heavily on library materials for stimulus for the pupils, and it was both interesting and informative to look closely at how children set about deciding how to find what they needed, what problems they encountered in searching for it, how far a lack of materials posed a problem, and what steps we needed to take to give them better opportunities which was not simply a matter of increasing the stock but involved better cooperation with subject teachers, better instruction in information skills, and an adequate key-work feature in the recently computerized catalog.

An enterprising publisher, Pan/Macmillan, has for some years run a biennial competition for 9 to 13 year-olds with a substantial book award for the winning school. The prize goes to the school that demonstrates in whatever form it chooses, the best use of its library. The winners are always

heartening examples of good practice and enthusiasm on the part of both pupils and library staff in the chosen schools and the runners-up.

In addition, the Paul Hamlyn Foundation, a charitable foundation supporting education, arts, and publishing projects, with assistance of the SLA, has administered award schemes in both secondary and primary schools. The mst recent has selected thirty schools to benefit from an advisory visit by an expert in school library development, to receive financial support in the form of a challenge grant (For every £1 contributed by the school, the Foundation contributes £10.) and a follow-up visit after six months to view and discuss progress. So there is both a boost to the stock and a careful look at the way it is promoted and used. Both of these schemes have proved supportive and a real asset to the fortunate libraries that have won the range of awards.

The drip effect I referred to earlier is gathering speed -- though not yet a torrent, we begin to see a few puddles forming.

Without intervention at a high level, a real taking to heart of the wise recommendations of *Investing in Children*, and a willingness to fund them nationally, we shall not see a revolution in our school library provision by the millennium. The disparities between one area and another, and one school and another will remain, even if, overall, there is a gradual crawling forward. We come back to *Library Power*.

What Children Should Be Getting

* 13 resource items per pupil in secondary schools

* professional librarian in every school

* 10% of stock replacement per year in secondary schools

* school library open and staffed through and beyond the school day

* at least 5 computer workstations in library for children's use

* ALL schools should buy back into delegated School Library Services

Our school libraries have their due quota of visionaries. The vision is often obstructed by lack of materials, lack of time, of space, of support, but it is there. I hope I have enabled you to see that, and to appreciate that in the UK if you have the vision, you have to be prepared to go with the fight.

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Teacher-Librarianship: Bridging the Gap Between Research and Practice

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The research in education and library and information studies, and specifically teacher-librarianship, provides evidence for decision-making in the design of appropriate education programs for teacher-librarians and effective school resource centers (see, for example, Hay-cock, 1992); nevertheless, the research base is not necessarily reflected in programs of education for teacher-librarians. There exists in our profession the peculiar situation whereby the individuals who provide the profession with the research do not in fact apply it.

The terms teacher-librarian and resource center are used here as these are common in many parts of the world. A teacher-librarian is a qualified teacher with successful classroom teaching experience and additional post-baccalaureate education in teacher-librarianship. The teacher-librarian performs a unified role, uniquely combining teacher and librarian, and may work full-time or part-time in the school resource center. The term resource center is similarly used for consistency; the resource center houses the school's collection of curriculum resources, including information books and other media and imaginative literature; these are coherently and consistently organized for physical access and the teacher-librarian plans with classroom teachers to develop and implement programs which assure intellectual access by increasingly independent student learners.

There is a positive relationship between the level of school resource center service available and student scholastic achievement. In schools with good resource centers and the services of a teacher-librarian (TL), students perform significantly better on tests for basic research skills, including locational skills, outlining and notetaking, and the knowledge and use of reference materials, including the use of a dictionary and an encyclopedia (Becker, 1970; Callison, 1979/1980; Greve, 1974/1975; McMillen, 1965/1966; Nolan, 1989/1990; Yarling, 1968/1969); they also perform significantly better in the area of reading comprehension and in their ability to express ideas effectively concerning their readings (Yarling, 1968/1969). Indeed, among school and community predictors of academic achievement, the size of the resource center staff and collection is second only to the absence of at-risk conditions, particularly poverty and low educational attainment among adults (Lance, Welborn & Hamilton-Pennell, 1993), and of four other factors that predict student achievement--school resource center collection size; school resource center expenditure; public library collection size; public library expenditure--the greatest predictor is school resource center collection size (Greve, 1974/1975). (This brief introductory research summary was reported in Haycock, 1994.)

These gains are not realized in all school library situations and circumstances, however. First, the role of the teacher-librarian requires clarification if there is to be any improvement in existing resource center programs (Charter, 1982). Principals, teachers and teacher-librarians themselves have many misconceptions about the role of the TL in the instructional program (Bias, 1979/1980; Burcham, 1989/1990; Hambleton, 1980; Hodson, 1978; Jones, 1977/1978; Kerr, 1975/1976; Kim, 1981/1982; Olson, 1966) such that states and school districts need to provide a clearer role definition (Markle, 1982).

The development of student competence is most effective when integrated with classroom instruction through cooperative program planning and team teaching by two equal teaching partners--the classroom teacher and the teacher-librarian (Callison, 1979/1980). Minimal gains in research and study skills can be achieved through instruction by the classroom teacher alone or the teacher-librarian alone (Nolan, 1989/1990). Effective instruction depends on the cooperative effort of both teacher and TL; stated another way, scheduled library skills classes taught solely by the TL are not as effective as integrated, cooperatively planned and taught programs (Smith, 1978/1979). Indeed, not only do flexibly scheduled resource centers provide greater academic benefits, but students themselves believe that the resource center is more useful in their school work than students in scheduled schools (Hodson, 1978; Nolan, 1989/1990). When flexibly scheduled, the TL and resource center can have a significant effect on student achievement in the handling and use of information and in academic content areas. Indeed, the most significant changes in library programs occur when the teacher-librarian moves to flexible scheduling and curriculum-integrated instruction;

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positive cooperative relations with teachers, administrators and students contribute to this success (Bishop, 1992/1993).

Teaching Qualifications and Successful Classroom Experience

Many studies indicate that teacher-librarians require teaching qualifications and classroom experience prior to further education and training as a TL in order to be effective. Exemplary teacher-librarians, as identified in the professional literature and by exemplary principals, display the traits of exemplary teachers as well, they plan with teachers, use flexible and innovative teaching and public relations approaches, teach well, provide continuous access, design flexible policies, and develop collections which support the curriculum (Alexander, 1992). Prior successful teaching experience is necessary for TLs to perceive and solve instructional problems (Van Dreser, 1971). More years of classroom teaching experience and more preparation in curriculum development and implementation are needed than is currently the case (Corr, 1979). School superintendents, principals and teachers, for example, consistently point to the need for teacher-librarians to have more classroom teaching experience if programs are to develop in a credible and successful way (Wilson, 1972/1973). Superintendents go so far as to believe that the teaching background of the teacher-librarian may be too limited for the TL to be effective (Connors, 1984).

It is difficult to imagine why teacher-librarians are not involved in cooperative program planning and team teaching with classroom colleagues as equal teaching partners to the extent that principals, teachers and teacher-librarians themselves believe that they should be (Corr, 1979; Johnson, 1975; Kerr, 1975/1976; Stanwich, 1982). If the teacher uses the resource center and consults with the TL about planning student work, then the use of the resource center is greater (Hartley, 1980/1981). In fact, students rate schools more highly when there is agreement and communication among principals, teachers and TLs regarding program objectives, and where there is planned, consistent and integrated instruction in resource center use (Scott, 1982). Important factors which affect TL involvement in curricular issues include the principal's attitude towards the TL's role, teacher preference for TLs with successful classroom teaching experience and a teacher's frame of reference, the number of support staff, and degree of teacher understanding of the role of the TL and the potential of the resource center (Corr, 1979). Where teacher-librarians have prior classroom teaching experience they value guiding principles for effective practice more than those TLs without prior classroom experience (Coleman, 1982/1983).

Interestingly, the number of teacher-librarians with classroom teaching experience actually declined between 1970 and 1980 in some states (Gast, 1984).

Personal Characteristics and Qualities

The implementation of cooperative program planning and teaching, with flexible scheduling, what the research identifies as the cornerstones of effective programs, requires specific personal qualities; if one accepts this premise, then these need to be identified in prospective candidates for programs of education for teacher-librarians or developed within the program. Cooperative program planning and teaching as an instructional development activity, for example, requires more social interaction with other teachers than is required of other roles of the TL yet there is a low level of communication between teachers and TLs (Burks, 1993/1994; Urbanik, 1984/1985): one might conclude that teacher-librarians need education and training in social interaction skills (Kerr, 1975/1976).

Teacher-librarians in exemplary resource centers are extroverted and independent: as leaders they have "tough poise" (Charter, 1982). Teacher-librarians who are less cautious and more extroverted than their colleagues tend to be more successful; indeed, the best pair of predictors of high circulation of materials in the resource center is high extroversion and a high degree of curriculum involvement by the TL (Madaus, 1974/1975).

Both teachers and TLs believe that more individual contact and informal discussion will result in increased teacher use of the TL and resource center (Johnson, 1975).
TLs who place a higher priority on personal relations offer more services to teachers and students; TLs who rate personal relations as a lower priority spend more time on circulation and related tasks (Adams, 1973).

Leadership qualities are also consistently detailed in studies of effective teacher-librarians (Johnson, 1993/1994; Yetter, 1994). More successful TLs similarly demonstrate personal stamina

and energy and risk-taking, as well as enthusiasm for cooperative program planning and teaching and flexible scheduling (Yetter, 1994). Initiative, confidence and communication skills are also proven attributes for success (Johnson, 1993/1994).

Educational Program

For almost thirty years there has been disagreement between school personnel and library school personnel regarding whether the teacher-librarian is a teacher or a librarian such that educational programs have not reflected the priorities of educators (Evraiff, 1969/1970)). It is now generally accepted that TLs need to take an active part in defining their role, particularly in cooperative program planning and teaching, and need to communicate their role more effectively to principals and teachers, through in-service programs and through an emphasis on work with people more than management and production processes (Bechtel, 1975; Bias, 1979/1980; Pichette, 1975/1976; Sullivan, 1977/1979).

Teacher-librarians could play a much more distinctive teacher role (Kuhne, 1993/1994) but education programs need to place more emphasis on the teaching/learning process (Kosters, 1986/1987). Perhaps most importantly, teacher-librarians require extensive training in cooperative program planning and team teaching which builds on prior successful classroom teaching experience. Programs which educate teacher-librarians would do well to structure programs around cooperative program planning and teaching and the skills necessary to convince educators that TLs are vital partners in instruction (Royal, 1981/1982).

Recent studies have examined the role of the teacher-librarian as a change agent and as part of the school culture. Taking information technology as but one innovation requiring a leadership role for the teacher-librarian, four diffusion-related roles were identified in the implementation-change agent, innovator, opinion leader, monitor (Forrest, 1993/1994). If these roles and responsibilities are essential for successful teacher-librarians surely they warrant prominent and specific attention in education programs.

It has long been recognized that TLs need to organize more in-service training for colleagues (Callison, 1979/1980; Hartley, 1980/1981). Although the content of the in-service program has changed over time, from the introduction to newer media and technologies to collaboration and information problem solving, the need for training in providing in-service programs for faculty (Kosters, 1986/1987) has remained constant. Teacher-librarians can and must, for example, teach the principles of cooperative program planning and teaching to others (Yetter, 1994). This can be done at the local school level or at the school district level where teachers and TLs can best learn cooperative program planning and teaching together (Giorgis, 1994).

The teacher-librarian also acts as a resource person for teachers (Kosters, 1986/1987); some call this instructional consultation while others prefer to see it as part of an equal collaboration with teaching colleagues. Regardless of the label, however, acting a s a "resource person" requires special skills in human relations, consulting and adult teaching.

Teacher-librarians require the social and technical skills of collaboration, of communicating effectively and advocating for programs and resources, of educating colleagues in cooperative program planning and resource-based learning and of team teaching. These should form the core of an appropriate education program, with other knowledge, skills and attitudes developed around these fundamental role descriptors. At even the most basic level educators of TLs need to revise programs to include courses which foster cooperation and understanding between teachers and TLs (Hartley, 1980/1981; Royal, 1981/1982).

There is also some evidence that teacher-librarians educated at the graduate level provide a wider range of services for teachers and students than do those educated at the undergraduate level (Wert, 1970).

Practicum

More than other types of librarians, teacher-librarians have field experiences and supervised practicum opportunities; the competencies related to cooperative program planning and team teaching, however, tend not to be supervised in practica to the extent that other competencies are (Royal, 1981/1982). Indeed, the practicum does not typically reflect the professional competencies being developed in educational programs but rather clerical and technical tasks assigned by the supervising librarian (Rupert, 1970).

Conclusions and Recommendations

If the implementation of change in schools is slow, it can be glacial in tertiary institutions; further, each institution has its own unique academic, social and organizational culture. While the profession has developed national standards for education for teacher-librarians (see, for example, Haycock, 1982) as well as guidelines at the international level (Hannesdottir, in press) and these have had some positive effect (see, for example, Amey, 1992), there has not been the ongoing, systematic and collaborative effort between practitioners and academics essential to implementation and change. Nevertheless, the scholarly research supporting the profession of teacher-librarianship, points to several considerations for effective programs of education for teacher-librarians.

Recommendations

1. Applicants for programs of education for teacher-librarians should have professional preparation and successful classroom teaching experience prior to entry. This seemingly contentious issue in some jurisdictions is supported by research in program effectiveness, in teacher-librarian effectiveness and in perception studies with teachers, principals and school principals. To continue to ignore this prerequisite ignores research in both impact on programs and achievement and on decision makers and resource allocators.
2. Personal attributes such as initiative, independence, extroversion, personal stamina, self-confidence should be considered in the selection of candidates for education programs in teacher-librarianship.
3. Personal attributes and skills such as leadership, communication and social interaction, and ease in personal relations should be considered in the selection of candidates for education programs in teacher-librarianship and built into the program as specific competencies or skill sets and as courses.
4. Cooperative program planning and teaching, the commitment and skills to work with classroom colleagues to integrate information problem solving skills in collaborative teaching programs, should be central to any program of education for teacher-librarians. This role development needs to acknowledge and build on the teacher education and classroom experience that the prospective teacher-librarian brings to the program. Other competencies in the selection, organization and management of resources should support this central program element rather than be seen simply as separate program elements.
5. The ability to specify and articulate information problem solving skills and strategies at various developmental levels and in different subject contexts is necessary for the teacher-librarian to be a credible resource person and teaching colleague.
6. Knowledge of adult learning theory and the skills of instructional design and leading in-service programs for teaching colleagues is essential to the implementation of resource-based learning programs; experience in leading in-service programs should be built into education programs.
7. School libraries and teacher-librarians will survive and thrive in the twenty-first century only if educators understand their importance in the educational enterprise. The knowledge, skills and commitment to program advocacy to convince educators that TLs are vital partners in instruction should be a critical component of education programs.
8. Practicum experiences for TLs can be useful if designed to educate, train and support higher level activities such as cooperative program planning and teaching and management rather than clerical routines, as is too often the case.
9. Continuing education opportunities provided by graduate programs in teacher-librarianship should model the priorities and collaboration that should be evident in education programs.

Teacher-librarianship is part of the information professions; there is a rich and sustained body of research to inform professional practice; this research was largely conducted by, or under the supervision of, educators of teacher-librarians. Surely if one expects teacher-librarians to value and act on the research of their profession, one can expect no less from the academics and scholars who conducted the research in the first place and who now act as the professional gateway to the profession.

While this research was conducted largely in North America and while the evidence does not reflect the strongly held beliefs of some school library leaders and school library educators, there is little evidence supporting a contrary position.

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Never Mind the Book, I've Seen the Video

by
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I remember many years ago being asked by an anxious reception class teacher to "look at" Justin who, unusually in that particular school, had arrived, apparently being able to read fluently. Justin and I spent a very happy half hour together in the school library, looking at, reading and talking about books together. There was no doubt that Justin was able to read, in the fullest sense of the word, and enjoyed a wide range of reading materials. I reported this back to his class teacher and suggested that she just let him read a variety of books and talk with him about his reading rather than "hear him read." She looked at me with horror and stammered, "But he'll miss out on the basics."

Admittedly that was several years ago now, but recalling the incident recently made me wonder exactly what the basics were in reading and what we are hoping to achieve when we help children to become readers. What is it that children need in order to develop as "enthusiastic, independent and reflective reader" (NCC 1995)?

In recent years there has been an emphasis on the centrality of the text in reading. Margaret Meek's seminal book *How Texts Teach What Readers Learn* (1988) has made many of us look again at the books we use in the classroom. We have become more aware of the way in which texts can help or hinder the inexperienced reader and we have taken on board all the implications that has for teaching and classroom practice. Publishers are also more aware of the need for high quality in books for young readers and no longer is it possible to distinguish between scheme books as being "bad" and "read" books as "good". We have become more selective in our selection of books and are less inclined to accept a "package" created by someone else.

This emphasis, however, has also influenced the way we approach books in the classroom. Children are expected, indeed encouraged, to return to well loved texts to reread them and on each reading gain greater insights. In shared reading we talk about the way in which characters are portrayed, the choices of language a author has made and make critical responses to the text. The expectation that children are to develop as "....reflective readers" is an interesting one. What is a reflective reader? What does s/he do? Indeed, as a teacher of reading I need to ask, "Am I a reflective reader?"

Dombey (1992) describes what it is that fluent seven year old readers do. She says:

> ...they know that to make sense of a text they must bring some of the meaning with them in their heads, that reading is an interpretive act where the whole is much greater than the sum of the parts....that working out what a text might mean is a matter of making it mean, by orchestrating all those cuing systems and all these kids of knowledge during the process of reading. (p.10)

I want to explore just one small but significant "kind of knowledge" and see how children today draw on that knowledge in order to be reflective readers. I am referring to children's knowledge of other texts, of the "world of literature" that will give them an understanding of how books work in terms of language, structure, story and so much more and will help them to read texts, appreciating the cross-references to others. Much has been written about the importance of storying for children's literacy development (Wells 1986) and the volume called *The Cool Web* (Meek et al 1977) linked the development of literacy with literature building on that essential element of storying through Barbara Hardy's now well-known phrase describing narrative as "a primary act of mind" (p.12)

In rereading this I was drawn to Applebee's conversations with children on the nature of stories (p.5), particularly the part where he asked "Where does Cinderella live?" and so began to explore the distinction children mad between the world of story and the world of reality.

I had been working in a primary school looking at the development of comprehension throughout the school and exploring ways of encouraging and fostering children's understanding of texts. I began with a small group of Year 1 children (5-6 year olds) looking at an enlarged version of

Each, Peach, Pear Plum. We read the story together and talked about the characters, looking for them as they were hidden on each page. The children enjoyed the book and in particular enjoyed the "I Spy" aspect of reading it. However, I was amazed that they recognized so few of the characters and made no connection at all with other books they had read or stories they had heard.

I repeated the exercise with another small group of children from a parallel class in the same school but this time before looking at the book spent some time reminding ourselves of nursery rhymes and fairy stories we knew. This again gave me some interesting insights.

Several of the children remembered Cinderella but claimed never o have read a book about her or heard the story. However, they had all seen the Disney video. One little girl proceeded to give me a blow-by-blow account of the video, remembering even the minutest details. What was significant though was the details that were remembered. She described how the mice ate some crumbs from the floor, where they came from and where they disappeared to. She knew, however, nothing at all about the fairy godmother, when pushed, she said "Oh yes, somebody came and gave her a new dress." To her this was almost a minor detail, while to me it is one of the key elements of the fairy story. This child was by no means unique. Other children in the group talked about the videos they had seen, Disney interpretations of well-known fairy stories. They could recall the sequence of events in great detail and yet failed to appreciate the "magi" element that for me made it a fairy story.

One of the key features of a reflective reader, surely, is the ability to recognize and appreciate the intertextuality in books; that is the way in which texts draw and build on each other, creating a richly intertwined network of ideas and images. To read effectively and reflectively is to be able to see, relate and understand these links. A "good book" surely is one which allows the reader to read it at different levels; to return over and over again each time to see another connection or link and so deepen the meaning with is brought to and taken from the text. The literary network which exists within the world of literature is the one to which we desire children to belong. Can they find the way in if they are not aware of the basic "doorways" and if the language they are learning gives them a different way of seeing from the way of the book?

Brice Heath talks about texts as being children's ways of "taking meaning from a culture" and showed how young children can have very different experiences of literacy according to the culture within which they grow up. These differences relate not only to the uses to which literacy is put, but also the perceptions of what counts as literacy and the way in which literacy is discussed and valued. Meek (1988) talks about how we each are experienced and inexperienced at reading different kinds of texts. My husband is a layer and reads with ease texts which to me consist of dense impenetrable prose and to which and from which I am unable to find no meaning at all. Yet I read texts which he is unable to read with ease. We each are experienced in reading different sorts of texts, as Margaret Meek says we have "come to know how to read the texts of (our) subjects" (1988 p.6). We did this through reading many texts and talking about them with colleagues; we begin to see links and explore them; we begin to appreciate what is mean by what is written and also by what is not written. We gain in experience of reading and so we become effective readers be-cause we know what to expect and we have some idea of what the experiences of reading will be like.

The children I was talking to did not seem to have had that vast experience of reading "literary" texts and yet they had huge experiences of watching videos. I wanted to know what effect, if any, this would have on them as they developed as readers.

The conversation I had with them was very unstructured and informal and in no way could be described as hard research. I console myself with the fact that the conversations Applebee had with children were of a similar nature (1973) and the insights gained from these conversations can serve to point the way for future inquiry.

I began by asking the children what their favorite story was. I deliberately chose the word "story" rather than book because I did not want to bias their answers in favor of books. The titles that every child gave me were of videos rather than books. I then asked about stories in books and the answers which came were much more hesitant and were often books of television program or films. The children told me that the y preferred watching videos to reading a book and the answers they gave me were summed up very eloquently by one boy. "When you watch a video the pictures change for you and you don't have to make them for yourself. When you watch a video it's quicker and it does it for you; you don't have to waste your voice. When you read a book you have to think lot."

I then followed Applebee's pattern and asked them "Where does Cinderella live?" The answer came quickly and without hesitation, "In Disneyland." "Can you go and visit Cinderella?" "Yes, I've been, I've seen her and I've talked to her. "Is Cinderella a real person?" "Yes, she's a real person dressed up in Cinderella's clothes." Their answers raise many questions in my mind: Does the immediacy of the video and the reality the visit to Disneyworld change the image of story in children's minds?

Meek (1988) makes the point about the place of film when discussing Huckleberry Finn:

> "When a novel as "layered" as this is turned into a film the "meanings" have to be translated into the semiotics of the visual. What disappears is not the plot, the characters or the recollection of "what happens" but the experience of reading. Television and books are allies. I don't believe that the one drives out the other. But we need to be clearer about the kinds of "reading offered by both." (p.38)

How do we help children engage in these different types of reading according to the "text" in front of them. How do we help children to see that an active involvement in a text, be it a video or a book, can enhance both the enjoyment and the satisfaction?

Barthes (1977) described narrative as being "international, transhistorical and transcultural" and so we should be able to use these experiences that children bring to school to use as a basis for literacy development. Fox (1993) says,

> "Teachers sometimes reject the stories pupils bring to school from TV or films. But, as Mock argues, TV actually helps children to "keep the story going" and find out how narratives work. If this is the major shared story culture for many children - possibly for all of them, even the readers - then we ought to find ways to legitimize that culture and let children retell, act out and write down these stories too, however 'unsuitable' or predictable some of us might think they are."(p.193-4)

Marie Clay, as part of the Reading Recovery program, stresses the importance of introducing a text to children before they come to read it. She suggests going through the book with children, explaining anything that might cause a problem, modelling particular uses of language and giving children a way through to the meaning of the text. This is something which is suggested for children who have been identified as not reading effectively within their classroom. Perhaps this is something we should consider for children who are being introduced to different ways of reading and do not seem to be able to make the connections between the texts they know and the texts they encounter in the classroom.

I spent a time with a group of Year 5 children (9-10 year olds) looking at the book *I Hate My Teddy* by Dave McKee. The children each had their own copy of the book and were able to follow the book as I read it to them. I read slowly and allowed the children time to look at the pictures. The text of this book is very simple but the pictures have a most surreal quality and contain many strange and bizarre happenings.

When I had read the book to them I asked the children what it was about. They gave me a very accurate retelling of the story of the text but made no reference at all to what was going on in the pictures. I then asked them if anything else was happening and suggested they look at the pictures. Once they had been "given permission" to do this there was no stopping the children and they began to find all sorts of "stories" and to chase connections through the book. It was interesting that they did not see the print and pictures as a whole text and initially disregarded the pictures completely; perhaps it was because we place so much emphasis in our teaching of reading on decoding the written word that the emphasis is shifted from other ways of conveying meaning. The use of picture books throughout many primary schools can be a marvelous way of helping children to infer, to predict, to trace the connections and to look forwards and backwards.

This takes us back to the first group of children who were reading Each, Peach, Pear Plum. How can we build on their understanding of the world of Disney and let that lead them on to a richer and more varied diet of literary experiences? There are several ways of looking at this. Applebee (1978) talks about the two major structuring principles which he sees within stores - the centering principle which identifies an overall theme and the "chaining" principle which shows how events are linked. Applebee argues that these two principles can be applied to all major literary

forms. It must follow, therefore, that children who come with a familiarity with the world of Disney have competencies which can be applied to the world of books. Our role is "to lead children into literacy through what they already know and can recognize." (Fox 1993, p.193) The children to whom I was talking seemed to have focused in on the detail of the video and perhaps needed some help to identify the central theme of the story. This then could be used as a starting point to look at other book versions of the traditional tale. Many teachers now use the ,many different versions of traditional stories that have been produced as a way of exploring the construction of a text; including a video seems an obvious next step. Even Shakespeare is now available in animated form on video! Directing the children's attention to similarities and differences, to character portrayal and to sequence of plot can provide a valuable teaching strategy.

The concern must be that for any children the world of Disney becomes reality - emphasized by the "actual" world of Disneyworld and by the many artifacts and experiences that come as part of the package. It is tempting, for those of us who know "the real thing" to dismiss this as a watered down version. I would argue vehemently that the Disney "Pooh" bears no comparison to the original A. A. character! However, it is often these experiences that children bring with them and we need to recognize and use them as a way of extending the "types of knowledge and of reading" that they give to children. The video can give an instant immediate satisfaction which is perhaps less demanding than reading the book. However, the viewer is still required to "make sense of the text" and we need to consider what is involved in this process and how it relates to the process of bringing meaning to a written text.

Much has been written and discussed about the experiences of print which children bring to school with them and the importance of echoing and building on that in the classroom. Similarly, we must recognize the experiences of literary characters which children have had and extend and build on those to enable the children to enter the rich and varied world of literature.

I began by talking about Justin and his teacher's concern that he should not miss out on the basics. The National Curriculum for English (1995) in the *Programs of Study for Reading* identifies certain key skills. I would argue that Justin should be encouraged to look at those skills identified in Key Stage 2:

> "Pupils should be taught to respond to consider in detail the quality and depth of what they read. They should be encouraged to respond imaginatively to the plot, characters, ideas, vocabulary and organization of language in literature. They should be taught to use inference and deduction. Pupils should be taught to evaluate the texts they read, and to refer to relevant passages or episodes to support their questions."

In fact, I would argue, that those skills apply to all children and do not necessarily come after the key skills of Key Stage 1 which are given as phonic knowledge, graphic knowledge, word recognition, grammatical knowledge and contextual understanding. Those are important in helping children to become independent readers but children can also be taught to consider the quality and depth of what they read, have read to them or see on a video. It is our responsibility, as those who are concerned with the development of readers, to encourage children to reflect on their literary experiences whether they be of Disney videos or children's literature of the highest quality.

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Some Issues Concerning Access to Information by Blind and Partially Sighted Pupils

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Abstract

This paper examines problems faced by visually-impaired secondary pupils in gaining access to information in print. It postulates the desirability of empowerment for personal autonomy.

After considering some of the difficulties of presenting print to visually-impaired pupils, it examines some recent technological developments: the RNIB Electronic Newspaper, CD and CD-ROM technology, and Optical Character Recognition systems, and notes some of the problems arising from Graphical User Interfaces.

The paper concludes with some observations about study from tape, and finally questions whether Braille can continue to be an automatic choice for providing ephemeral information for visually-impaired people.

The Problem

Information is the problem: there is just too much of it. It inundates the sighted; and it is largely inaccessible in print format to the visually impaired. Whether the information is ephemeral or more permanent, none of us can expect any longer to be able to absorb anything more than a tiny fragment of the information available.

The day of the polymath is over. The sheer volume of new information published in any given subject in any year is overwhelming; none of us can expect to keep completely up-to-date in developments in our own fields any longer. If you really want to be depressed, just wander along the shelves of journals in a university library, and imagine trying to garner anything like one per cent of the research material being published in the United Kingdom, let alone in English in foreign journals or in foreign languages.

Is it up-to-date?

Whether the information is up-to-date is an important issue. Even within the fairly stable environment of a boarding school, I find immense difficulty in controlling the accuracy of information. I publish a Staff Handbook each year. The number of errors which can arise in lists of names of pupils, of staff, of telephone numbers, and post codes, within such a tiny publication is unimaginable. We must insist, however, that information is only valuable insofar as it is accurate and up-to-date. There are few things less useful than last year's calendar! This insistence places the librarian in charge of a Braille stock with an intractable problem - whether or not to weed out old stock. The paucity of Braille provision has led to us hanging on to anything in Braille...even when it has ceased to have any real utility. But this attitude may change, as a result of electronic publishing, of which more later.

Is it legible?

The sighted world needs to recognize that there are problems with legibility of print, and that these are problems even for those with sight. Size of print, character of typeface, quality of paper, whether the text is printed on colored panels - all these are well-known issues for those involved with the education of the visually impaired. Awareness of the problems needs to be reinforced among the sighted world of information providers. Technology may be producing new solutions, but there will still be a lot of print around for a long time to come, and some of it is pretty awful in quality and legibility. The RNIB's "See it right" campaign needs greater support from all in the business of widening access to information.

Is it intelligible?

That's another issue altogether. But anyone providing information at whatever level can make some efforts to improve its intelligibility. This issue matters at the educational level in several ways" the in-house production of teaching materials, and the provision of information to parents and local authorities, for instance.

So there is a sizeable problem. The information you want is probably out there somewhere, but how do you find it, quickly, easily? That's a problem for all of us, whether we are looking for some obscure fact or something as mundane as a telephone number. Bad enough for the sighted in a sighted world; but how do our visually impaired pupils begin to cope?

Leaving aside for the moment any problems of access to information for school work, we ought to take stock of one salient fact. In secondary schools we have these pupils in our care for some seven or eight years, and we should provide them with strategies which will enable them to cope with the immediate post-school world (the world of further study perhaps, at university, HE or FE college), and the world of employment, but in addition, these strategies ought not to be fossilized methodologies, but must be flexible enough to enable our pupils to cope with a world in which change is pandemic. "Empowerment", a fashionable concept in some circles, is important in this context. What Aston says of rehabilitation might equally well define the aims of educationalists working with visually-impaired pupils: it should, he writes, enable them

> to cope with the demands imposed by their external environment;...to interact with, and preferably to have some influence on, their external environment;...(and) to be effectively functioning, fulfilled individuals, participating members of families and communities.[1]

I want to set out a picture of what I think we should be aiming at within our educational systems, to enable our pupils to gain information, to use it, and to be able to discover it for themselves. Anthony Kenny wrote about his own education, saying that

> During the years of Poetry and Rhetoric I read in Greek all of Homer, Herodotus, Thucidides, Aeschylus, Sophocles and Euripides, and in Latin all of Virgil, Horace, Tacitus and a fair amount of Cicero and Livy.[2]

Such a concept of education framed in terms of handing on the knowledge of the past to the next generation is seen to be an irrelevancy or an impossibility today, and must be relegated to a list of outmoded options, because it is an impoverished and impoverishing model, limited by the present knowledge of the teacher.

Rather, we must be fitting our pupils with a range of skills which will enable them to cope with this explosion of information creatively, in terms of their own employment, housing, welfare, leisure, social and political needs. If, in addition to providing pupils with skills for discovery, we also fit them with skills for thinking through the implications of what they have discovered, we shall really be doing our job as educators. John Stuart Mill summed up this approach, when he said of education that it should be concerned to

> (make) people think for themselves, not to indulge them with bald summaries and crude slogans; fostering genius for future discovery (was) more important than in spreading what is (already) known.[3]

I have encapsulated this approach to education and the information revolution in a mnemonic: CALIFORNIA. Information is perhaps just as valuable as gold, so that isn't an inappropriate mnemonic to use. I suggest that our task is to create

> Competent Autonomous Learners, Information Finders, Organizers, Redeployers. Not Information Aliens.

This learner-centered viewpoint seeks to promote and enhance educational autonomy. Freeing us from the straightjacket of a classical approach to learning, the CALIFORNIA model fosters a philosophy which will enable the realization of independent learning. It espouses an

existential world view, providing a learning model for authentically free human beings who are enabled to use information constructively to realize their own personal vision, rather than being reduced to playing roles in someone else's script.

Application to the Education of the Visually Impaired

The central problem of applying such an educational philosophy to the education of the visually impaired lies in access to material. I have in mind here rather more the needs of those who use Braille, rather than those who can read print either with closed-circuit television, low-vision aid or through enlargement of print.

Our traditional cry has been, "Is it available in Braille?" For a Braille reader, if material isn't in Braille, then getting it put into Braille presents enormous problems of resources, not least cost, time and, ultimately, relevance. Is it going to take so long to get a Braille copy that the need has passed, or the information ceases to be useful?

The short-term solution to such a problem might be reading onto audio-tape, of course: but there are several problems of accessibility which make study from tape alone a daunting task. But study from tape can, however, be enhanced; the work of Aldrich and Parkin has shown this, and Hartley has suggested ways in which print conventions can be applied to tape production to facilitate use. This work is reviewed in the section captioned: "Improving Study from Tape."

Provision of Print Material for Pupils

When I first began to teach at RNIB New College (then called Worcester College for the Blind), there were relatively few print users in the school population, and the library resources reflected this: it was essentially a Braille collection of fiction for recreational reading, rather than a curriculum support resource. The needs of print users were being met in a variety of ways:

i. by individuals using appropriate low-vision aids, together with suitable lighting;
ii. by closed-circuit televisions;
iii. by enlarging text using the rough and ready enlargement of a photocopier.

These pupils coped in this situation remarkable well - probably recognizing that the alternatives were no help in reading print at all! But staff were not always very willing to recognize that simply enlarging poor-quality text (sometimes enlarging photocopies!) does not necessarily promote access to the text.

Nor was it always appreciated that enlargement of text was not inevitably a help: recognition of individual eye conditions is a precondition to determining the optimal presentation of printed material.

Staff at RNIB New College -- and I have little reason to expect that the position is any different in any other school for the visually impaired -- spend a lot of time producing materials in large print. Technological advances have made this a real option for us: computer-produced text and laser printers with scalable fonts have combined to make this a real possibility. Of course it helps enormously for many pupils -- that is why we do it -- but I sometimes wonder if we are tackling the problem the wrong way round.

We will bemoan the dearth of useful large print for our pupils in their libraries, but perhaps when we do this, we neglect to insist that pupils should be struggling -- yes, it will be a struggle for many of them -- to gain access to everyday printed materials by means of closed-circuit television or low-vision aid. The real world isn't always going to stop to provide access in suitable large print...and we may unwittingly be disadvantaging our pupils by giving them the best that technology can produce!

Nonetheless, during my twelve years of teaching at RNIB New College, technological solutions have come along which have significantly improved the provision of printed material for pupils. We now routinely use of computers for creating text, either through directly keyboarding in text, or by using text scanned in from print. The use of Optical Character Recognition systems, linked to a laser printer with scalable fonts, has revolutionized text production.

In the first instance, it has led to more text being available: perhaps better, but certainly more. More of us spend more of our time typing in or scanning in text that ever spent our days brailling texts for Braille users. It is important to note that linking such texts (however created)

with a Braille translation program such as Braillemaster, means that print users and Braille users can be working from an identical text. That is no mean achievement, and is an absolute godsend for the teacher in the classroom.

Why should a laser printer with scalable fonts be used to provide the best materials? There are two points to make here:

i. the density of the text (blackness) is very good when using a laser printer, and does not lose too much in quality when photocopied;

ii it enables us to cater easily for individual print needs, through the capability of producing the same material in varying sizes and in either bold or normal print style.

The effect of this is to make it possible for the teacher to produce, from one source, the computer keyboard, a satisfactory text in Braille and a range of large print sizes to meet the needs of all the pupils in a class. The benefits of this are immense. Anyone who has watched pupils attempting to cope with examination papers which have been enlarged to A3 size to produce a satisfactory font size, will recognize the gains here. That such pupils did cope pretty well under appalling circumstances is a tribute to their tenacity of purpose, rather than to our satisfying their needs realistically (one might even say reasonably).

Access to Information by Pupils

The provision of materials for class use by the teacher is only the beginning. It does not yet begin to address the problems indicated by our CALIFORNIA mnemonic, but fosters a dependency culture, and doesn't encourage the pupil to encounter a wider world of information.

Our goal is to promote autonomy of learning. Bearing this in mind will always create within us a "divine discontent" with simply providing pupils with ready-made materials, important though these may be as starting-point. Study from audio-tape has long been a valued methodology among schools for the visually impaired, and it has been shown to be capable of enhancement. Newer technological changes are widening opportunities for independent learning. I want to discuss briefly here the development of the RNIB Electronic Newspaper system, the application of CD-ROM to the education of the visually impaired, and some applications of Optical Character Recognition technology, and to comment on our experiences with them at RNIB New College. It should perhaps be noted here that RNIB has recently reconvened its committee dealing with the whole topic of electronic publishing, recognizing that this is the way things are developing in the world at large, and that this may present greater and hitherto unimagined opportunities for access by the visually impaired to the same information as the rest of the population.

The RNIB Electronic Newspaper

Daily newspapers, a significant source of information for sighted people, are not usually available to blind persons except in tape-recorded versions; consequently, blind people's access to news is mainly dependent on radio, television and direct communication with other people.

Rubenstein developed a way of providing direct access to newspapers, using computers and telecommunications devices, and Linstrom reported this development to the IFLA Expert Meeting (Section of Libraries for the Blind) in 1987.[4]

By 1991 a team at the RNIB had developed a prototype of a Digital Daily Newspaper, which was designed to provide visually-impaired people with as full a text of a current daily newspaper as possible, in a form that they could access for themselves. Trial transmissions led to several changes being made. Now referred to as the RNIB Electronic Newspaper, the national launch took place on March 9th, 1993.

Digitalized newspapers have three elements: the process which formats and transmits the data, the hardware needed to receive it, and the software used to read the text. The British trials utilized spare capacity on Teletext transmissions, making national coverage possible. For the trial, the newspaper used was that of The Guardian. Its Managing Editor, Ian Wright, wrote that

> the Guardian was delighted to be invited to join the experiment. Between 1986 and 1990 (the Guardian) had itself undergone more technical change than had occurred in the previous hundred years. The whole process of the collection, selection and presentation of news, comment and analysis had become electronic.[5]

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The Guardian's files consist of three elements: typesetting instructions, headlines, and the text of the stories. The full text of the newspaper, stripped of its typesetting instructions, is extracted from The Guardian's computer. This text is sorted into files: Home News, Foreign News, City, Sport, Features and Guardian 2 tabloid section. The digitized information is transmitted over the television network during the night, being received by a PC (modified by the installation of a decoder card) which is connected to the television aerial. To receive the text, it is necessary to install a PC with sufficient memory to store the program and allow for processing. RNIB New College agreed to take part in the trial transmissions, but had no suitable machine available. The generous gift of a Dell 316SX PC from Kays mail order company in Worcester, however, enabled the school to take part in the project.

The user is able to read the paper in a variety of ways, reading it in large print on screen, listening to the text, or reading a transcribed version (in either large print or Braille). Several days' papers can be stored on disc, and there is a facility to browse through back issues. Having chosen the issue required, and selected one of the file categories, the first headline is read by the speech synthesizer. If the user wishes to read that article, the down cursor is used to work through it at a self-determined rate. Options here are selected by choosing from a range of modes: article, paragraph, line, word and letter mode. We found that beginning with line mode gives the listener a reasonable idea of contents. Having listened to the information in line mode, repeating it in paragraph mode provides a more coherent picture of the whole article.

The most powerful feature of the system is its ability to perform searches, whether of the whole paper or one file. The user can search for a keyword in headlines only or in the whole text. The search facility allows searches to be made for up to ten keywords. Articles can be saved onto disc for reference or later use.

The trial transmissions tested various procedures. A number of refinements were made, although no radical changes were needed. The single most significant improvement was the addition of Teletext. Carmela Rosato and Cathy Rundle wrote their evaluation of the earliest trials in August 1990. They say that

> the system appears to have been very successful. The subjects have had very few problems in using it. All of them were able to use the system competently regardless of whether they had any previous keyboard or computer experience. Any problems which they experienced were relatively minor and easily solved. After six months, subjects are still very motivated and are willing to spend a considerable amount of their spare time using it. They are doing so on a very regular basis of between 1 and 2 hours. It is encouraging to see the very considerable amount of time they are spending on it at weekends (mostly around five hours) indicating that it is very much a part of their leisure activities. This is also very encouraging considering that the subjects all have full-time demanding jobs and have very limited spare time. Acceptability of the system thus appears to be very high.
>
> The results of the pilot trial so far are very encouraging, and seem to indicate that the service fulfills a previously unmet need. In the light of this evaluation, a full service would prove of considerable interest and use to many visually-impaired people and contribute a great deal towards improved access to information.[6]

Pupils at Worcester used the system mainly out of curiosity, and with no real desire to read The Guardian! They did not spend anything like the time indicated in the evaluation. Most pupils used it to read the sports pages. The Politics and Economics departments of the school found it useful: although the one day when the system failed totally was the day which carried the details of the Budget speech.

The biggest single criticism of the system by the pupils concerned the quality of the speech synthesis. Pupils used to hi-fi sound express intense dislike for the poor sound quality of the synthesizer. They are not alone in this. One adult user during the pilot transmissions reported that he

> (did) not use the system much because (he) hates the sound of the synthesizer and prefers reading Braille or listening to the radio. Does not tend to enjoy being read to anyway.[7]

The quality of speech synthesis with this PC was not significantly worse than that to which they were used in other situations in school, but it was of poor quality when compared with commercial sound sources, principally radio and television, audiotapes and music on CD. Quality of speech output needs to be improved if such a source of information is ever going to commend itself to those with high expectations of sound quality. This point is acknowledged by those involved in the project; Wright, for example, said that

> the present machines and the present software are both relatively primitive. The standard of speech reproduction must soon greatly improve.[8]

This is particularly important since, as Kelway says, "most visually-impaired people will use a voice synthesizer to output the text."[9]

One benefit of the system is its versatility. Having invested in the computer hardware and necessary software, the user is also able to use the PC for other purposes--word-processing and databases, for example. But other possibilities could be opened up:

> the decoder card which receives the newspaper data can also be configured to receive ordinary Teletext. Access could be provided to Teletext using a similar philosophy as the reading program to simplify learning and provide a comprehensive information system. Other newspapers could be included on the system to provide choice. Non time critical material such as monthly journals or specialist magazines could be sent out on disc and read using the same hard and software.[10]

Such access to teletext was incorporated in the revised system. It is important that visually-impaired people are introduced to new ways of gaining information, because information and communication will play an increasingly important role in our lives.

Electronic access to information is a concept that works, and may eventually become the norm in our society. What is new is that visually-impaired people will be able to access information in the same way as their sighted counterparts. This has been a long-term aim of many workers in the area. Wright touches on the gentle irony that the blind may be the first to benefit from the futurologists' dream of a day when

> very large amounts of information will be available...capable of being squirted down a high-speed line to a home computer (where the owner will) be able to select...what he or she wants to read, look at or even hear. ...This is the dream and it will happen well before the end of the century.[11]

If steps are not taken to ensure that the visually-impaired are encouraged to use new technology, then the implications for their full participation in society will be very serious. As new technology brings with it new forms of access to information, it is important that the visually-impaired should not be excluded. In 1984 Pumo warned that, "telecommunications, computerized production equipment and robotics pose serious threats as well as new possibilities to the employment prospects of the blind."[12]

This warning is repeated by Gerrey, Brabyn and Crandall, who observed that

> fax creates bit-for-bit facsimiles of documents that are being transmitted; no ASCII or text-based code is used in the communications. The modern trend of including fax as an uncoded form of electronic mail poses both a threat and an opportunity to visually-impaired persons' access to print.[13]

Graphical User Interfaces present similar problems, and it is good to note that work is already in progress to try to ensure that visually-impaired users can still gain access to material even when it is presented in a Windows-type environment.

CD and CD-ROM Technology

One of the most significant problems faced by blind pupils in gaining access to information is the physical bulk of Braille books. The Little Oxford Dictionary has sixteen volumes in Braille.

Where the sighted user learns to estimate whereabouts in the dictionary a word is likely to occur, and to open the pages accordingly, the Braille user must first discover which volume he wants, before beginning his word search. Worse is in store, however. The Little Oxford Dictionary presents words in their uncontracted Grade One form. A Braille dictionary ideally ought to serve as a guide to contracted forms.

A further disadvantage for users of Braille books (and of Braille reference works in particular) is that because they are expensive to produce, new editions are infrequent. The most recent Braille copy of the Guinness Book of Records in our library is 1975. A contemporary print copy is available: but this does not give the Braille user independent access to information. The National Library for the Blind has just published a Braille copy of the Oxford Children's Encyclopedia, in fifty-nine volumes. It is good to gain the benefits of independent access to current information in Braille: but the sheer size and cost is enormous.

"Talking Books" have long provided a source of access to print material for the blind. And students in higher and further education have been reasonably well served by, for example, the RNIB's Express Reading Service, which can produce work fairly quickly. There are limitations, of course, involving problems of graphs, diagrams, maps, charts, and photographs. The Cassette Library provides a range of serious texts for students and others.

But microtechnology is bringing about a variety of changes. From the point of view of producing written text, the blind pupil now has a range of options available to him, ranging from the simple conversion of his Brailled keystrokes into a printed hard copy, using the "Braille 'n' Print" machine, or a VersaBraille, which gives an ephemeral Braille display, but has the potential to produce a printout from an onboard printer, right through to a suitably modified IBM-PC. Most pupils at New College Worcester begin by using BBC computers, using Talking Wordwise software to enable them to listen to what they have written.

There have been a number of systems for computerized book production for several years. Allan Young (Head of Production at the National Library for the Blind) described the reasons for their move toward computerized book production methods. In the Library's Annual Report for 1981-82, we find the following paragraph which gives a fair indication of the then current situation:

> We feel that during the not too distant future, some at least of our own Braille production must be computerized. We wish to be certain, however, that the system adopted will be the best available for our needs and not only immediately but also longer term. Investigations are continuing.
> As a result of a survey and report by Dr. John Gill of the Research Unit for the Blind at Brunel University, London, in 1983, our present computer system came into operation in August 1984. [14]

Indeed, the principle governing the National Library for the Blind's approach to computerization was to ensure that once text was converted into machine-readable form (by one of several methods) the same document could be formatted by computer into Braille, large print or Moon type. That benefit (of producing identical text in multiple formats) has already been noticed above as a benefit of computer-generated text.

But technology does not stand still, and information is of course not confined to books alone. Gill had developed a system for producing an output of Prestel in Braille, providing blind people with access to information not previously available in a form they could read,[15] while Blenkhorn and Payne have described how Teletext has been made available to the visually-impaired.[16] Teletext is now also available through the RNIB Electronic Newspaper.

The only reference to newer forms of audio technology at the 1987 IFLA conference occurred in Leach's paper. He said that

> like other countries, Britain has tried to evaluate various media for the Talking Book. The current system has weaknesses...(and) it is only sensible to consider whether to change to the popular 15/16 i.p.s. system, or to standard cassettes, or to compact disc, or to some other system - or to persevere with the present one, doubtless improved.[17]

Here is an early indication that the increasingly popular Compact Disc (CD) might begin to impinge on the RNIB Talking Book Service. Friedlander has pointed out that

> domestic audio has seen the introduction of digital recordings in the form of compact disc (CD)...RNIB saw sufficient potential in the medium to investigate further. The conventional CD carries up to 75 minutes of stereo sound of hi-fi standard. This basic format was not appropriate for Talking Books because of the restricted playing time. After much technical discussion within RNIB and with those producing CD, a proposal was put forward which would enable a playing time of 12 hours to be achieved, albeit at a lower quality level. ...To extend the playing time, an efficient method of audio coding was developed...(which) led to a new form of compact disc, CDI (compact disc interactive). The resulting audio capacity would be ideal for a talking book. It is possible for a CDI disc to carry audio of several quality levels from full hi-fi downwards. Of particular interest is the level which would give a disc playing time of 19 hours.[18]

Even if we were only concerned with access to good text with good sound quality, it is interesting to note the recent start of a commercial series of "classics" of English literature on CD. At about three pounds per fortnightly issue, this sort of resource represents remarkable value. The capacity to store two CDs in a slimline case goes some way toward making access to a "library" of literature for the visually impaired a reasonable possibility. But it does raise in a particularly sharp form the question of who determines the access to material, since any selection implies a form of censorship.

Paul Thiele chaired a forum on "alternative information delivery systems" at the 1987 IFLA meeting. Papers were read about American radio channels for the blind, British radio programs for the blind, and Talking Newspapers, but of CD-ROM there was no mention. Yet it seems to some observers that the most developments in the education of the visually-impaired will come about through adaptation of CD-ROM technology.

CD-ROM is a method of storing and gaining access to information. It is a specialized development of the compact audio disc, using an optical disc to store computer text, graphics, sound and data. The application of CD-ROM to text is fairly recent, and has been introduced into mainstream schools with government funding. But, as Daly wrote in his preface to Maureen Quigley's NCET booklet, *Searching effectively: NERIS on CD-ROM*, "it will take a couple of years of widespread use to develop an informed and critical perspective of CD-ROM as an educational resource."[19]

Friedlander had noted that in its read-only form, CD systems contain provision for precise indexing facilities.

> The playing surface of a disc can be divided into 100 tracks, each having 100 index points. The first track on each disc is used as a lead-in, and one index point on each track is used for pause encoding. This leaves 99 tracks with 99 addressable index points...The CD index would lend itself to the easy location of the start position of titles where several are recorded on one disc.[20]

This ability to precisely locate text is clearly going to be very significant for blind users of CD-ROM. Recent experience with the Concise Oxford Dictionary on CD-ROM shows how this will work to the advantage of the blind user. The letter of the alphabet is selected from a menu, and then various possibilities are prompted: Aa, Ab, Ac.... The appropriate area of the disc is located directly, providing savings in time for the blind user.

If precise indexing is one benefit to be gained through CD-ROM, then another is the sheer quantity of text which can be stored. Megarry demonstrated the real scope, when she wrote that two CD-ROMs could store "all the telephone books of Europe,"[21] while Moore says that the entire catalogue of the Library of Congress would fit on three disc.[22]

The introduction of CD-ROM at New College Worcester in September 1991 came about as a result of an invitation to take part in a joint Open University and RNIB research project, "CD-ROM technology for blind and partially sighted learners: accessing the curriculum", which began in January 1992. By September 1992, the project sites had been visited twice, hardware had been configured, and software installed and modified as necessary. In the autumn term a training day was provided at each site.

CD-ROM has introduced a new dimension of direct and personally-controlled access to

information for blind pupils. As Mary Taylor reports, "the CD-ROM system gives control back to the learner. It gives access to all the original resource. The learner can decide which disc to use and the search strategy to adopt."[23]

CD-ROM also goes much of the way to solving the problem of bulk of Braille--the number of volumes of reference works, for instance. The Hutchinson Paperback Encyclopedia has been installed as a CD-ROM on the library computer to provide a simple reference work for pupils. Other discs include the Guinness Disk of Records, and a CD-ROM containing a dictionary, thesaurus, dictionary of quotations and much besides. Each disc contains the equivalent of many Braille volumes, and is more up-to-date. The most recent addition has been the *Oxford English Reference Shelf*, containing the full text of seven Oxford reference books, together with Shakespeare, the *Revised English Bible*, and (curiously) *Alice's Adventures in Wonderland*!

Becker[24] is particularly impressed by the *World Book Information Finder*, which contains the text of the *World Book Encyclopedia*. The on-screen outline of the topics contained in a box at the head of the article in the print version is present on the left hand side of the screen, and as the user advances through the outline, so the main body of text scrolls, with the currently-highlighted section being present to the viewer. Use of Hypertext links and Windows structures enable the user to cross-reference to other material. In addition there is a useful dictionary accessible to the user.

Friedlander argues that while the indexing facility of CD-ROM and CDI would be of immense benefit to students, the small numbers of discs involved would make their production uneconomical. He says that "RNIB has never envisaged CDI as being practical in other than the recreational talking book service,"[25] although Moore suggests that "reference materials are an obvious choice for CD-ROM technology."[26] It is perhaps important to adventure further into the world of electronic publishing, rather than being frightened in advance of its costs. We should note the development of electronic publishing by the Open University, with course materials now available to disabled students on CD-ROM. And commercial companies exist to press discs of home-originated materials. Initial costs might be high, but there might be subsequent economies to be made (time, cost of Braille materials, binding, replacement).

These new opportunities bring with them difficulties for library management, the problem which Levine calls "the lack of a critical infrastructure" for CD-ROM.[27] How does the user of an on-line database or a CD-ROM publication establish the comprehensiveness or the currency of the material? Is it up to date? What principles of inclusion or exclusion have been used? Such a critical infrastructure for CD-ROM is not yet in place, but it is interesting to observe that the problem is being addressed by computer software producers. A CD-ROM distributed recently by a computer magazine gave access to 500 megabytes of software systems: trial versions to advertise the real thing, in addition to several free pieces of software and utilities. This trend will no doubt grow; we may expect publishers' catalogues to assume this format in the not-too-distant future together with extracts or samples from the text, no doubt.

There is the further exciting possibility of transferring school course materials onto CD-ROMs for pupils to use. No doubt a costly idea at present - but we can be reasonably certain that the downward price spiral evidenced in other computer areas will take place in this area of CD-ROM authoring also.

It is significant that schools for the visually-impaired are now using developments in CD-ROM technology as soon as their sighted counterparts. The speed of development in this area is worthy of comment. The sequence of events at New College demonstrates this clearly. The CD-ROM drive had been seen at an exhibition in London in April 1992; the first review was read in the press in June; by July a CD-ROM drive had been installed and software was being evaluated; it was introduced and demonstrated to staff in September, and available for pupils in October.

Problems with Graphical User Interfaces

Much CD-ROM software utilizes the Windows 3 Graphical User Interface. Systems which operate through Graphical User Interfaces (GUIs) have been described by Dixon and Mandelbaum as being retrograde steps, having the potential to decrease accessibility to information on the part of the blind. They note that

> the command-driven character-based interface of the 1980s personal computer is in danger of being replaced by GUIs, which, according to Bill Gates of Microsoft, is now the

> mainstream of PC computing and will be the better interface for computer users in the 1990s.[28]

GUIs are symbolic interfaces intended to improve the speed of communication between people and computers. Words are removed from the process of communicating with the computer, such communication being made rather by means of symbols or icons. The Graphical User Interface "represents information as familiar objects or visual images that are close to everyday experiences directly pertinent to the tasks to be performed. The primary device is the visual metaphor," say Boyd, Boyd and Vanderheiden.[29] Townsend, outlining the advantages and disadvantages of GUIs, notes that "the GUI lacks support for the handicapped. If you can't work a mouse or have visual problems, the GUI is very difficult to use."[30]

The problems arise from the use of icons, graphical representations of concepts, designed to reduce the user's need to rely on memorizing a sequence of commands. Even partially sighted users may find difficulties with the "windows", particularly when they overlap. GUIs have been developed to assist the sighted user; they significantly complicate the screen review that is critical to blind persons.

It is important that the problems of restriction of access through developments like GUIs should be acknowledged and faced. Neilsen, Pickering and Vella are clear what may be the cost:

> for many disabled people, computers offer the potential to increase independence and quality of life, and to reduce the degree of handicap caused by the disability. However, unless the disabled person has an effective means of controlling the computer, this potential will remain untapped and, in an increasingly computerized society, the result may be a relatively greater degree of handicap.[31]

Helen Petrie recently reviewed Burger and Sperandio's recent volume, *Non-visual human-computer interactions: prospects for the visually handicapped*, in the British Journal of Visual Impairment 11 (July 1993). Burger and Sperandio present a collection of papers from a meeting in Paris in March 1993. Petrie says that the topic of human and computer interaction was particularly timely, "because of the problems posed for blind computer users by the increasing use of graphics-based computing environments in place of text-based environments."[32]

Sperandio's own paper discusses developments in GUIs. Jane Berliss's chapter is entitled "*Software solutions to the problem of GUI inaccessibility to blind persons*" (pages 131-143). Petrie and Gill's recent paper, "*Current research on access to graphical user interfaces for visually disabled computer users*" in European Journal of Special Needs Education 8, 153-157) should also be consulted.

When CD-ROM discs were brought into use at New College, the system was run using Microsoft Windows 3, in order to operate the Hutchinson's Electronic Encyclopedia. But though the Microsoft Windows 3 environment, with its menu of icons, presents few problems to the sighted or partially-sighted user, the blind user is perhaps better served by a keyboard approach. One day, however, the totally blind user may be able to utilize the icons directly, using what Boyd, Boyd and Vanderheiden call "interception-based access software."[33]

CD-ROM has solved one practical problem, indicative of the way in which things will develop. In July 1991, the RNIB indicated that Braille copies of Shakespeare's *Measure For Measure* were unavailable, and unlikely to be reprinted in the near future. It was decided to use this as a test of the usefulness of CD-ROM in text production terms. The CD-ROM disc of Shakespeare's Works was purchased and installed. The text of the play is conveniently presented in files each containing one act. The text was copied to floppy disc and translated into Braille using Braillemaster software. The resulting transcription proved perfectly satisfactory. The advent of CD-ROM technology for the English department has meant a liberation from slow, uncertain and expensive Braille production, resulting in in-house customized copies, as and when required. Since storage of Braille volumes has always been a headache, there is some relief available in this area too. Simpler and cheaper electronic publishing of texts on computer discs are also making a similar contribution to the library stock and to the English department.

Methods of access adopted for users will vary depending on their residual vision. If they are able to make use of the VDU screen, then that is available to them. It is expected, however, that most pupils will use CD-ROM through speech synthesis. The same problems of quality of speech

synthesis exist here as they do with the Electronic Newspaper, but it is hoped that the user will find that the quality and range of information available will outweigh the present disadvantages of the speech synthesis.

The NERIS database on CD-ROM has also been installed on the library PC. The school had been a subscriber to NERIS, but it was very little used. The instant availability of the data on CD-ROM has proved to be very useful. Shirley Matthews noted that the NERIS database

> was designed primarily as an information service for teachers, advisers, librarians and educational support services in general. However, in schools, the database has also proved to be a valuable source of information for pupils and provided useful information for geography, environmental and scientific topics[34]

The NERIS material was demonstrated to various teachers, by choosing a topic and exploring the database to find suitable work sheets or a piece of usable material. Material suitable for GCSE and Advanced level studies was particularly focused upon. This was printed, and its usefulness discussed with the teacher. In several instances, it was also discussed with pupils. It was stressed that, while NERIS is primarily intended for teachers, pupils would be welcome to explore its resources for themselves. In some cases, pupils worked co-operatively: one with some sight operating the mouse and searching using the VDU, discussing possibilities and materials discovered with others. Suitable material was then transferred to floppy disc. The purpose of transferring to disc from NERIS is to permit editing of the text. Editing permits the removal of redundancies, and any necessary re-formatting can be done at this stage.

One feature which I have found useful when preparing text for Braille users is the numbering of paragraphs, which can be added at this editing stage. Acknowledgements of source, author and publisher are added at the end of the article, before being translated into Braille and produced for pupils' use.

It is one of the educational tragedies of the 1990s that, just when NERIS was proving to be really useful because of its availability on CD-ROM, the government removed the funding that made the service possible.

Optical Character Recognition Systems

In 1912 Fournier d'Albe recognized the potential use of a phenomenon exhibited by Selenium, its variable conductivity in relation to different amounts of light. By 1914 a device called the Optophone had been produced. Light was reflected off print on to a selenium bridge. This in turn produced a series of five musical notes. By learning the chords, scales and discords the blind user was able to "read" the print. The literature abounds in references to other early attempts to develop machines that would read print, especially from the 1960s and 1970s, with devices like the Battelle aural reading device and Topaz's "photo stylus", the Stereotoner and the Visitoner. (30) The most significant work done during the seventies, however, was that done by Raymond Kurzweil, whose research work on algorithms to recognize patterns or type letters led him to develop the Kurzweil Reading Machine, demonstrated publicly for the first time on January 13, 1976. Evaluations of the machine in Britain were undertaken by the RNIB and St. Dunstan's. Such Optical Character Recognition systems are now an immensely important factor in access to information for the visually-impaired.

Optical Character Recognition systems were lucidly described by Converso and Hocek as being systems which "translate printed material into an electronic format that can then be stored and processed via a computer monitor, a printer, or an adaptive device like a speech synthesizer or Braille display."[35]

The components of a complete Optical Character Recognition system are a scanner, an OCR card, additional disk-based Optical Character Recognition software, software to manipulate the recognized text, output devices, and a PC.[36]

Cost would inhibit most individuals from purchasing such optical character recognition systems without help, but several machines have been installed in public libraries. The cost of the new generation of machines is decreasing somewhat, bringing such machines within the realms of contemplation. Such a device offers an effective route for generation of Braille and large-print text, and the use of an optical character recognition system to scan text for computer translation and

production may become the optimal route for text production. The National Library for the Blind is now using scanning for producing many of their books. Although such a machine would no doubt generate its own work, it might be feasible to operate a service regionally, perhaps augmenting the Braille service operated by several of HM Prisons. Such a method might facilitate better support of visually-impaired pupils in integrated settings, where the mainstream school cannot afford a scanner for one or two pupils alone.

RNIB New College acquired an Optical Character Recognition system in 1993: the Arkenstone Open Book system. It is clear that in subjects which use text predominantly, the Optical Character Recognition is becoming an invaluable tool. Typically, the text is photocopied (often enlarged to 115%) before scanning. Text to be scanned is placed on the scanner patten, and the SCAN option selected. When text input is completed, choices are made from a menu. After conversion to ASCII code, the text is saved onto the hard drive, and can then be exported to a floppy disc, for review and editing in a word-processor.

The raw scanned text often needs considerable attention. The results of optical scanning depend largely on the quality of input text. Battered typefaces or display fonts present problems, as does layout in some instances: banner headlines over double or triple-columns, for instance, or text which incorporates boxes of additional information--often white text on pastel colored panels. Spell-checking does help, but it alone cannot solve all the misreadings.

While checking scanned text for errors, the option also exists to modify the text: revising American spellings, deleting superfluous material, adding explanatory notes, or incorporating up-to-date information or figures. The final text can then be processed in a variety of ways. Large print can be generated by using scalable fonts on a laser printer, while Braille is generated through translation (using such software as the Braillemaster program) and a Braille embosser. Although at RNIB New College the Technical Resources Assistant prepares a certain amount of material using the scanner, a number of teachers have quickly learned to become proficient in order to produce their own materials. Thought the process can be time-consuming, particularly if the original material is poor in clarity. It is still seen to be a practical way of producing a wider range of Braille and large print materials than could have been contemplated using direct hard-copy brailling or existing transcription services.

This extension of the range of Braille material available seems to be the greatest benefit of scanner technology. Visually-impaired pupils do not live in isolation, even in residential school settings. They have families and friends, and want to read the same sort of things as their sighted companions. Scanning must be the first choice for straightforward literary text, even if scientific and mathematical material is still a bit beyond its capabilities. The Optical Character Recognition system at New College has coped impartially with Latin poetry, Chaucerian English, sociology and economics textbooks and University prospectuses.

The problems of Braille hard text production are readily solved in a residential school for the visually impaired, but may be much more difficult in the wider world. I return again to the concept of a regional or sub-regional facility which would be able to prepare Braille text from a customer's own disc: perhaps local Associations for the blind, or schools for the visually impaired, or the Prison Braille Units.

Since Optical Character Recognition systems are designed to function as personal reader, with speech synthesis available, they can be used to provide direct (independent) access to printed matter. It is a matter of great joy that a number of such machines are now available through the Public Library Service up and down the country. Optical Character Recognition systems are thus seen to be a tool which will restore to the visually-impaired their independent control over personal affairs: a tool which will enable them to realize their own personal vision, to become capable autonomous learners, information finders, organizers, redeployers, not information aliens in an information-overloaded world.

Improving Study from Tape

Because of the cumbersome and expensive nature of material in Braille, there has been a long tradition of providing recorded materials for the blind. The American National Library for the Blind began providing recorded material in 1931, while in Britain the Nuffield Talking Book Library began operations in 1935, for example.

Talking Books are not the only system providing recorded material for the print-handicapped. While the RNIB's TBS provides mostly fiction and popular works, its Cassette Library is the main provider of academic, professional and non-fiction works, with some twelve thousand titles available, increasing by some twelve to fifteen hundred titles annually. These tapes use the standard compact cassette form, in either two or four-track format for new material, and two-track for older tapes. Other sources of recorded material include voluntary and statutory bodies, in addition to commercially-produced materials for both leisure and academic purposes.

The audio departments of local libraries now provide access to records, audiotapes, CDs and videotapes. Many libraries also support local Talking Newspapers, aimed principally at the print-handicapped but also at other physically handicapped users. From their beginnings in Aberystwyth in 1969, there are 500 such Talking Newspapers in Britain in 1993. Local Talking Newspapers contain local information, but have two drawbacks: the time taken in recording and distribution; and the problem of unwitting censorship of material. Nonetheless, it is evident that the service is meeting a need.

In addition to information on Talking Newspapers, many commercial, local government and national concerns are making consumer information available on tape. Tobin and Hill's 1984 survey of the needs of the blind in Birmingham found that "considerable interest was expressed in having information available on cassettes."[37] Braille literacy among the elderly blind is not high; if information is to reach them, it must be available in an accessible form.

The user of recorded material would appear to be relatively well provided for. But is this wealth of material used? The evidence of borrowing from collections is that the service is in demand; both from the RNIB's Cassette Library using ordinary cassettes and from the TBS which uses a special format for its tapes. There are 70,000 members of the TBS. RNIB has recently identified the specific needs of the Asian visually-impaired population in this respect: launching a Talking Book Service in Hindi in April 1992.

Parkin and Aldrich have published a number of papers dealing with various aspects of studying from tape, beginning with their survey of visually-impaired students using the RNIB Cassette Library. Their most striking finding was how unprepared for aural study the students in the survey had been.

> Although 57% had received special education, it is notable that very few had studied from tape prior to beginning their tertiary studies. Moreover, only 2 members of the sample had used an American Printing House (tape recorder with pitch-correction facility) at school, although this is the most popular tape machine among visually handicapped students in tertiary education.[38]

The research showed that, though regarded as blind (with 73% Braille literacy), 50% of them were able to read large print. The practical consequence of this is that there would appear to be some merit in providing the tape sets with large-print contents leaflets, since one practical problem in using taped materials for study is finding particular sections on the tape: a problem considerably exacerbated by multi-tape sets. This is reinforced when we note that 36% of the sample use print as their commonest source of information, while 25% listed the Cassette Library as their most frequent source of material, and only 10% said that Braille was their main source of material. The comparatively infrequent use of Braille, despite the high incidence of Braille literacy in the sample, reflects the fact that Brailled material is often not available or at least not available quickly enough to be useful.

One of the questions debated among producers and users of taped materials concerns the acceptability of recording parts of books. Traditionally, the policy has been to record complete works only. But where texts are being used for study and reference, we might question this policy.

Many sighted students will read only relevant sections: and we should expect that blind users of tapes would probably want to do the same. The survey showed that 30% needed to read less than a half a book. Parkin and Aldrich make the point that

> as publishers adopt more modern technology the speed at which books appear will increase, and existing texts would become redundant faster. The recording of whole books would seem to be increasingly counterproductive.[39]

They also explored two other topics: the benefits of accelerated speech and of active listening strategies. Their work indicates that improvement in listening and learning skills is possible. They summarize the problems of studying from tape this:

> listening to a tape recorded text places far greater demands on memory and attention capacity. While listening to a tape the listener is essentially passive and for this reason their mind may wander and miss an important point.[40]

They point out that researchers have become increasingly interested in "active listening" techniques, which aim to engage the listener more and, in so doing, improve their retention of information.

Hartley has done some very interesting work on effective tape production.[41] Observing that we know surprisingly little about how to produce effective audiotapes, he took the considerable literature on print text design as the basis for an investigation into whether text-design principles could be transferred to audiotape production. He notes that text layout uses a range of devices: summaries (overviews, interim reviews), headings (primary, secondary and tertiary), and sequencing (logical, hierarchical and numerical, both simple and complex) to aid the reader. Emphasis is achieved by a variety of strategies: bold typeface, italics, underlining, color and boxes. Readability is an important factor with short sentences, active voice and simple vocabulary promoting comprehension.

Hartley suggests that taped material for study should

i. employ different voices for summaries;
ii. employ change of pace or tone for headings;
iii. use a different reader for questions; and
iv. use 2 or 4 track machines, enabling pupils to record answers on one track and compare them with model answers on the other track.

These insights are related closely to programmed learning techniques. He also suggests that research should be undertaken into indices of listenability.

The Future of Braille?

What I have been saying about the immense and ever-increasing amount of information, much of which will now be accessible to the visually impaired through electronic publishing media, begins to raise some questions about the continuing utility of Braille.

I have come to believe that, in terms of information (particularly ephemeral material), Braille production has probably ceased to be the best means of communication for the visually impaired. Monthly magazines are an interesting example. RNIB has been thinking for a long time about producing a magazine for computer users. One concern about magazine production, inevitably, is the Braille production capacity which it takes up. But here, we might think, is an obvious candidate for abandoning the very thought of production in Braille at all. A magazine for computer buffs - surely here is a golden opportunity to experiment with its production on disc. Targeted at people with an interest in and almost certainly access to computers, for whom RAM, ROM and FLOPPY hold no terrors, such a magazine could surely be issued on electronic format, which could then be accessed by speech, by large print on-screen, by printing in large print, or even dumped to Braille locally through organizations with Braille embossers--the local library service, or school for the visually handicapped, perhaps, serving a wider constituency. Don't get worried about whether such a magazine should be on three and a half or five and a quarter inch discs--these are just technical red herrings which paralyze our ability to move on into the electronic future, but they are not insoluble problems.

If we consider the economics of Braille production of magazines, it seems clear that supplying me with several copies of magazines (*Fizz, Weekender, Radio Times*, for instance) through the post may no longer be the best way of producing and distributing the material. One floppy disc would permit me to generate as many copies as I need, at point of distribution: and also to archive the material satisfactorily, if that was what I wanted to do with it. As it is, I rather suspect that

the Braille copies which come into school are read once or twice, and then feed the local recycled paper bank. I wouldn't mind betting that the local post office would be delighted at handling less Braille in bulk; and we could be demonstrating a wider ecological responsibility by reducing Braille magazine production...well, it's a thought!

This only makes much sense, of course, when applied to material produced in Braille by RNIB. But what about the thousands of bits of paper that will never begin to be Brailled for the visually impaired user? We need to recognize the impossibility of the task. Some organizations may make strides in this direction--banks with Braille statements, the National Trust with Braille guidebooks for some properties, and so on.

But perhaps the most signal disadvantage of Braille as a communicative medium is its inherently unidirectional character. Perhaps a story shows this most clearly. When I came to teach at Worcester, I fully expected that Braille would be an important medium in the pupils' lives. I had to learn the code, master the quirks of the Perkins, thermoform material, read and write in Braille for all sorts of purposes. The pupils did their best to read the stuff I wrote for them. But as a housemaster I was struck by the lack of incoming Braille for my pupils. Nobody wrote to them in Braille except RNIB! *Their own parents did not write to them in Braille, and certainly not their friends*. They all spent much of their lives on the telephone. That was the answer. Parents had not learned to use the Braille code to write to their children, not simply because they didn't have a Perkins, but because there was no real point. Anything they wanted to say could be said more easily, more directly, quicker by telephone. Braille, it seemed to me, was almost entirely equated by these pupils with learning in school, not with living independent lives.

Indeed, they were doing what many of the rest of us do--phoning for taxis, dialing for their pizzas, listening to telephone information lines, ringing the station for information about times of trains, using Directory Enquiries...not bemoaning that the timetable wasn't available in Braille! They were using everyday technology to meet everyday needs. Indeed, if we were to award a prize to the piece of equipment which has done most to promote autonomy for the visually impaired, it would have to be awarded to the telephone, with perhaps the cassette tape recorder a very close second. The evidence available to me suggests, however, that they are not making very much use of such systems as Teletext, perhaps because we are not encouraging them to gain independent access through speech output.

Braille has served the blind community well for over a century and a half: but we have to ask serious questions about its abiding utility in the electronic information age. We must continue to promote Braille literacy - don't for one moment imagine that I disparage its usefulness in some circumstances, but we should put considerably more effort into promoting communication skills which involve keyboards and adaptations of existing communications devices rather than continuing to promote Braille as the only respectable means of information input and output for the visually impaired. We may concur with Carbonneau, who observed that

> just as Louis Braille gave a sightless people a new dimension in life - a wealth of knowledge once limited to people who could see - the Information Age as seen through the computer will bring a new dimension in helping the blind individual realize his fullest potential.[42]

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Sustaining the Vision: How Can We Ever Have Literacy for All?

by
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Here is an extract from a recent OFSTED inspection report of an inner-London primary school on their teaching of reading.

> **"Standards of reading are average to poor. A minority of pupils read well, and some, very well. The use of reading times in and out of class is not always appropriate for the encouragement of fluency and accuracy. Most pupils enjoy stories and respond to the texts, but the consistent use of a range of strategies for teaching and learning reading is not apparent and the organization of reading activities not sufficient to enable pupils to develop independence. The teaching of library, study and reference skills is inadequate."**

I have been observing the teaching of reading in this school each week for the past five months. In the appendix, you can read detailed accounts from my notebook of work in reading and writing in a reception and a year 4 class. I describe below other significant literacy activities that I have observed.

In the Reception Class

* The class share books and other reading matter, including newspapers, for some twenty minutes after lunch on the carpet area
* The carpet area doubles as the reading corner and the children are surrounded by racks and boxes of books and by inviting notices to "Come and Chose a Book to Read'"and "Which Is Your Favorite Book?' or "Tell a Friend About the Book You Have Read." Each notice is accompanied by miniature color photographs of book covers.
* R.,the teacher, often links one book read with another, so she may read *A Dark, Dark Tale* by Ruth Brown after *In a Dark, Dark Wood* (Story Chest) and ask the class to spot the differences. Pat Hutchin's *Titch* may remind the class of *Jasper's Beanstalk* (Nick Butterworth) and *Grace and her Family (*Mary Hoffman and Caroline Binch) is read because the class enjoyed "Amazing Grace" so much.
* R. pushes her pupils to deepen their analysis of character. Whilst reading *Titch,* she asks, "Are Titch's brother and sister really mean or perhaps a bit thoughtless?"
* With more demanding stories, R. stops to summarize the story so far. So, in Grace and her Emily, she helps them with: "Grace is really missing her father, isn't she? And in stories, it's always the youngest who is the favorite. Now that Grace's Dad is married again, she won't be the youngest any more."
* R. always places books she has read in the reading basket for the children to reread.
* R. sets up group reading with four or five children in which detailed work on e.g. left to right orientation, one-to-one matching, commenting on illustration, prediction, text-to-life connections are made. Several copies of the same text are available e.g. *Our Cat Flossie* (Ruth Brown) and *The Whales' Song* (Dyan Sheldon and Gary Blythe).
* R. and the class create impromptu stories, e. g. around a robot which a non-English speaking child has made.
* R. models the writing process on a flip chart, varying the genre, e. g. a letter, a list of how all their shoes do up (for later work on sets), poems with a repeating structure. There are lots of rereading of the text and emphasis on the varying layouts.
  *R. frequently scribes isolated words for the class, e. g. delicious, mammoth, sounding them out and indicating how spellings may be checked.
* In the writing area of the classroom, the children are surrounded with suggestions ('write a letter or a card') and materials for writing (addresses, envelopes, a "zigzag" card of children's writing) and a computer with such programs as *Animated Alphabet*. They write on alphabet mats.

* Children's independent writing is often later shared with the whole class when R. will indicate what the child knows about writing, e. g. "In Jigna's writing, we can see lines of writing and words she knows like her own name."
* R. capitalizes on school visits. Photographs of a visit to a city farm are given captions by the children and made into a class book. As children write or dictate, attention is drawn to letters and sounds. Children are commended for: differentiating writing from drawing, letter-like strokes, successful initial letter representation and retrieval of wanted words from the word bank. Speech bubbles encourage children to record direct speech and to think about spacing
* R. and her class mount many displays that derive from books read. *The Whales' Song* has prompted a display of fiction and nonfiction books about whales, a collection of shells and a class book of the many extra presents the class would give the whales to encourage them to sing.

*R. frequently praises the class and individuals for the "hard thinking" they put into their worke. g. a child is commended for saying the word "cake" to herself time and time again as she tries to write it. Neat presentation is always commended.

In the Year 4 class

* D. ensures that texts chosen for reading to the class are varied, illustrated and unillustrated, brand new and old classics, nonsexist and nonracist. Often his introductions will stress the positive reasons for his choice.
* During and after reading to the class, D. invites prediction, welcomes reference to related experiences and at the end allows discussions on questions which the children have raised, e. g. "What happens to his mum after the end of the story?" He frequently asks the children to reflect on characters' feelings and motivation
* D. often dwells on language choices made by authors, e. g. he savors the sentence, "A yellow light tickles the clouds,"or he explains expressions such as "put paid to."
* The children have reading partners with whom they are encouraged to share discussions similar to those conducted by D. with the whole class. With these partners, book reviews, letters and other pieces of writing may be shared.
* D. understands that children develop favorite authors and thus ensures that as many books as possible by the same author/illus-trator are available. Tony Ross and Jill Murphy books are very popular currently.
* The listening corner is drawn to children's attention and is frequently occupied by children plugged into the tape recorder.
* D. gives children specific help when choosing books for reading, including attending to such details as the type size, the length of the book, the pictures, the style. He hopes, in this way, to reduce excessive changing of books during the silent reading time.
* D. works with individual readers on a regular basis, having decided on the particular area on which he needs to concentrate. With one child it may be a discussion of how episodes are linked, with another the role of speech marks, with another an appreciation of irony.
* Less experienced readers have time with a support teacher to create games derived from books read, e. g. *Oi! Get Off Our Train!* (John Burningham)
* Work on information texts often takes the form of children carrying out the book's instructions, realizing the shortcomings and re-writing improved versions. Information books are read widely, particularly by boys, in silent reading times.
* Children are always sent home with their book folders and a reminder to see if an even higher target of "returns, book read" the next day can be reached.
* D. reads from texts to stimulate writing ideas, e. g. he reads from *The Iron Woman* but omits the description of the creature from the swamp, inviting the children to supply the details. (He had also concealed the cover picture.)
* D. frequently provides a clear sense of audience for the children's writing, such as writing letters of thanks to a visiting theater company, compiling autobiographies, etc.
* D. recognizes that the chance to draw or illustrate in some way frees some otherwise writing-inhibited children.

* D. puts emphasis on prior planning and on drafting. Help is given to improve presentation for the finished versions.
* Class books are frequently made and display children's final pieces, double mounted and beautifully captioned.

* D. uses the flip chart for several pur-poses, including children's suggested vocabulary ideas, their opening sentences for stories or accounts, lists, etc.
* D. frequently writes alongside the children on the same task as he has set them. He is aware of how his and other helper's writing provides impetus to the children.
* D. builds in sharing time when pupils can read their writing to the rest of the class and receive advice and encouragement. Only constructive criticisms are allowed.
* D. praises both individuals and the class when concentration has been good. He reminds them of past achievements.

Now look back at the OFSTED conclusions about the teaching of reading in this school. If you were one of those two teachers whose classrooms I have described, would you not want to throw in the towel?

Yet these teachers know that there is some truth in what the inspectors have said, and they worry that their best efforts do not achieve high levels of literacy for all. Their own explanations center on:

* low parental literacy input and involve-ment in school
* continuous disruptive behavior from a minority of children
* an inconsistency across the staff, in carrying through the carefully constructed language policy - perhaps
* large class sizes
* cuts in support staff
* meeting the demands of the National Curriculum.

Time restricts my examining all of these in detail but I should like to comment on the first three, leaving the last three to be acknowledged but not explored.

When I tell you that the school I have been visiting is in one of the poorest areas of London, you may feel that the teachers have got a point in their mentioning the parental aspect. Many people would go no further in seeking ex-planations. Mike Lake, Senior Educational Psychologist for Buckinghamshire, claimed in "Language and Learning" 6 (1991), that "it certainly looks as though any deterioration in reading is more connected with worsening background factors than with faulty teaching." His carefully reasoned article, in the wake of another psychologist's polemical pamphlet which had attacked teaching methods, indicates a link between increasing levels of poverty and declining reading standards with teaching method having a negligible influence on results. Until more optimism returns to the inner city, some would argue, there is unlikely to be any improvement in literacy levels or in education levels generally. To leave the answer at that, however, is to leave us in a powerless state of despair and certainly to leave me without a paper.

The disruptive behavior mentioned by the teachers certainly counts for a great deal of teacher time. I have tried to record the interruptions and "discipline exchanges" during my observations: they are numerous, distracting and soul destroying for the teachers. I believe that these teachers have developed every discipline strategy in the book and apply them diligently. Yet children still call out of turn, complain loudly if they cannot do what they want or have the book that they want. In the reception class, they hit each other and spoil work. These teachers are enormously skilled at anticipating and defusing situations, yet some children learn to become pupils very slowly if at all.

Consistent application of the language policy is a very tricky area for all schools. This school has developed its policy collaboratively which should eliminate problems, but even in a relatively open-plan school with lots of team work, it is possible that there are teachers who, deep down, believe, for instance, that silent reading time is wasted time or that sending books home which don't get read is pointless. The consequent loss of theoretical and practical cohesion must be damaging to children's progress. It is often said that any policy, if applied consistently, works; I'm not totally sure about that, but it may well be that this school would see improvement if it could

only ensure application across the board of its philosophies and practices.

Class size, cuts in staffing and budgets and National Curriculum demands are going to be with us for some time; maybe forever. There is no doubt that the teaching approaches I have described above, which are, themselves, N.C. approved, depend upon manageable group size. Over thirty, and conferences with individual children, whole class discussions, making class books, monitoring progress all become, with much else, an administrative challenge which few of us could meet. Helpers, bilingual support teachers, and parents all can relieve the problems created by large classes; their absence makes progress for every child much harder to ensure. The sheer volume of content teaching required by the National Curriculum not to mention the emphasis on record keeping, assessment and testing also leaves many teachers doubtful of their ability to keep the literacy needs of their classes always at the forefront of their minds.

My closing, tentative comments are confined to classroom practice, an area where we, as teachers, have some control. Before I make any suggestions, I need to repeat that the teachers I have observed are enormously impressive. Nothing that I mention can detract from their efforts. I firmly believe that were they teaching in a comfortable middle class area their results would be praised to the skies by OFSTED inspectors.

We know from the research of Margaret Clark (*Young Fluent Readers*, 1976), of Gordon Wells (*The Meaning Makers*, 1986), of Stephen Krashen (*The Power of Reading*, 1993) and of Carol Fox (*At The Very Edge of the Forest*, 1993), that children's early experience of story is critical to their success in literacy at school. Shirley Brice-Heath (*Ways with Words*, 1984) delivers similar messages about the literacy events which make a difference. Can we hold onto the powerful finding in all this research--that storying is "a primary act of mind" (Barbara Hardy) and "that children, at the beginning, have to make narrative do for all" (James Moffatt) and put reading even more centrally into these classrooms than these gifted teachers already do? In practice, this would mean that story time happened several more times a day than it does currently. Remember Gordon Wells' finding that "Jonathan" had heard 6,000 stories by the time he went to school compared with "Rosie" who had heard none. Teachers can never make up such a gap, but they serve their pupils' needs by reading much more and more often to their classes.

Where will the time come from? A tough suggestion and one that I make nervously would be that we may need to reconsider those discussion sessions which are so much part of current practice, supported as they are by well-researched reader response theory. The belief in the importance of talk and of "making it one's own." But until children have been exposed to a sufficient number of stories maybe much of this well-intentioned discussion goes over their heads. We all know how children can easily be switched off by too much teacher intervention and agendas not of their own initiating, and indeed there is a contrast in the classroom between the complete attention given to a reading compared to the distraction evident in discussion times in a large number of children. It is particularly noticeable that it is often an essentially simple but multilayered picture book that holds the class most spellbound. In the Year 4 class, *White Rabbit's Color Book* by Alan Baker was asked for again and again. Jill Murphy and Tony Ross, John Burningham, Ruth Brown, Colin McNaughton and Alan Ahlberg were really important to them. That these eight and nine year olds are hungry for these books may be initially shocking but they are telling us something: "We need these stories now because we didn't have them before."

They are also hungry for storytelling. It cannot be insignificant that all our students report magical long attention spans, total delight and demands for more when they have finally found the courage to *tell* a story. Busy teachers find learning stories to tell an extra task, but it becomes easier the more one does it. Response is hugely encouraging and as the children's store of tales increases so their entry into written text becomes more willing and competent. The Ahlbergs are popular; if one recognizes the references to folk tales and rhymes, they are much more satisfying. All of us can increase our store of traditional tales and give children evidence of what the struggle is all about: entry into a secondary world which miraculously can be revisited in ones head any time.

Finally, we need to recognize children's delight in rhyme even more. The evidence is there--in the crib, in the playground, in song--just as it is in the appetite shown by children for story. Children need rhyme and rhythm. We need to bring rhyme into the classroom, not only because of increased phonemic awareness, important though that is, but because children are telling us that they need it. Like story, they can carry it around with them wherever they go and inspect it for what it teaches them and because it pleases them.

If I am concluding that these very good teachers should enjoy themselves more and work less hard to push their pupils towards sophisticated responses, it is not because I want them to lose ambition for their pupils and lower their standards. It is because experiences with literature need to be multiple and multiplied, patterns laid down by repeated exposure and literature trusted to do its own work. If teachers enjoy reading aloud--and none of us should teach unless we do--they should do as much of it as possible. They should tell stories and sing songs and chant poetry and watch the literacy level rise. I make these suggestions humbly but I believe that children show us that they want and need these things, above all else, in their pursuit of literacy.

Condensed and Enriched: Images of the Miniature and of the World of Children's Literature.

by
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Once, when I was very small, I was given a tiny cardboard Christmas castle, which functioned as an advent calendar; each minute doorway and shuttered turret window concealing an even smaller gift or message. I do not remember what it contained, only that sense of delight as I imagined the castle to be peopled by tiny beings, each door and window capable of open-ing the way into my own miniature world. In Mistress Masham's Repose, T. H. White captures something of the complexity of such feelings as he presents his child character Maria struggling with the moral dilemmas which arise as a result of her discovery of Lilliputians on an island on her family's estate. Should those who are small and not empowered in their own world seek to impose their rule on other miniature worlds; recreating the conditions of their own vulnerability to the detriment of other helpless beings? Another of White's characters, the Professor, advises Maria:

> ... people must not tyrannize, nor try to be great because they are little.... you do not need to lord it over others, in order to prove your greatness.... They [the Lilliputians] would come to depend on you; you would come to boss it over them. They would get servile, and you would get lordly. Do you think that this would be good for either of you? I think that it would only make them feeble, and make you a bully. (White, 1947, pp.28-29)

Clearly the argument which is being put forward in White's book has philosophical implications which are far wider than advice to someone on dealing with *Lilliputians* (or any other miniature characters one might find at the bottom of the garden). Indeed it can be understood as a lesson in power relationships--a characteristic of narratives of the miniature.

As White's book shows, the significance of the miniature can bear an inverse relation to its size. Gaston Bachelard, writing on The *Poetics of Space* claims that:

> The cleverer I am at miniaturizing the world, the better I possess it. But in doing this, it must be understood that values become condensed and enriched in miniature ....miniature literature--that is to say, the aggregate of literary images that are commentaries on inversions in the perspective of size stimulates profound values. (Bachelard, tr. Jolas: 1964, p.150)

Susan Stewart, also supports the idea, stating that the "reduction of physical dimensions results in a multiplication of ideological properties" (Stewart, 1989, pp.47-48). My own research into the portrayal of miniature hominiform characters in the fictional narratives of art and literature has led me to believe that Bachelard and Stewart are right to suggest that profound values abound in the miniature.

There will not be time in this short paper to look at all the occurrences of miniature characters that I would wish to cite in support of this argument. Such characters are many and varied, ranging from the fairies and goblins of fantasy and romance and the picaresque *Tom Thumb*, to the *Borrowers* who, as miniatures with a "down-to-earth" hominiform appearance and no magical powers, exist at the very nexus of fantasy and realism. Instead I have selected two examples from the world of fairy miniatures, beginning with the Kipling's *Puck* and moving on to Barrie's *Tinker Bell*.

In Kipling's books *Puck of Pook's Hill* and *Rewards and Fairies*, Puck is presented as a:

> ... small, brown, broad-shouldered, pointy-eared person with a snub nose, slanting blue eyes, and a grin that ran right across his freckled face....[wearing a] dark blue cap, like a big columbine flower,.... (Kipling, 1906, pp.6-7)

But Kipling's portrayal is not the only version of this character. Images of male fairy characters abound, and can range from a chubby, benign Lucie Attwell version to manifestations such as Richard Dadd's painting of Puck, in which the character, shining pale naked, directs a malevolent yet voyeuristic gaze on a troop of nude adult male and female figures as they cavort in sensual dance around and about his toadstool. Kipling's *Puck* is clearly a different character from either of these, despite sharing common roots. You may question the validity of making such comparisons. Yet Kipling explicitly draws his readers' attention to just such preexisting references, or "antirefernces," linking his character to the Puck of *Midsummer Night's Dream* and to folk belief in *the People of the Hills*. Part of any analysis of Kipling's Puck must include mention of what he is not; the ways in which he is drawn differently from other portrayals of male fairy characters.

A character, designated as a human being, enters a "classic realist"[1] text as an attempted simulacrum of a possible person. As readers we arrive at the sense of a living person by putting together the physical and mental attributes supplied in the text, (both described and deduced from the reported thoughts and actions of the character[2]). These portrayals are synecdochal in nature. Not only are they constructed from textual fragments--an eye, a cheek, a whisper are described and a whole body is recreated--they are also stand in place of other living beings. The essence of an individual, within a social formation, is created, as we as readers search for a possible being among the textual clues. A character such as *Puck* is substantially different; he is not human, and cannot therefore function as a synecdochal representation of human beings, but neither does he stand as a synecdochal representation of other Pucks. Rather his presence functions in a metaphorical sphere; free to represent something other than the form in which he is cast, yet constrained, by the name of *Puck*, to the inevitability of comparison with other Pucks that are familiar to those who read about him.

Contrasting Puck's bodily size and the depth and resonance of his voice--perhaps symbolizing the relative position of ordinary English men and women, apparently lowly in the scheme of things, but with a resonance that echoes down the centuries, Kipling builds up an image of Puck that may be seen as a kind of condensed essence of all that Kipling regards as the best of those ordinary men and women, working in an unbroken succession at their own crafts and trades, while ephemeral rulers come and go. Because of the ambivalent "baggage" pre-associated with his character, Kipling attempts to create a condensed image which can, at the same time, draw on board the essence of Englishness evoked by mention of Shakespeare, the suggestion of timelessness associated with traditional folk forms, yet remain distanced from the more unsavory fairy attributes. For example, Puck's blue cap contrasts with traditional red capped sprites--Duffy suggests that red capped male fairies represent the blood topped phallus/rape; whether or not this is true, they were traditionally regarded as malevolent entities[3]]. Similarly, in place of the amoral and immoral romps of earlier Pucks, Kipling highlights episodes which assert the true spirited moral and ethical base of his character, as when Puck breathes on the neck of a farmer who callously abandons a baby on the cold church steps, making him perpetually cold. Inside the text Kipling shows Puck convincing the child characters, Dan and Una, that he is to be liked and trusted; no doubt Kipling hoped that readers too would be persuaded to banish unfavorable preconceptions, yet make imagina-tive use of this same extratextual "baggage" to respond fully to such a condensed and enriched presence as *Puck of Pook's Hill*.

Like *Puck*, J.M. Barrie's *Tinker Bell* is not a synecdochal "standin" for other fairies, created to help us understand Fairy nature. She, too, has been given a metaphorical dimension, drawing upon other preexistent fairy portrayals to create her full significance. There are plenty of "amiable" and "pretty-pretty" fairies in stories for children, Barrie does not associate Tinker Bell with such benign versions, constructing her image in a much closer relationship with the malicious and sexual creatures portrayed in paintings of fairy orgies![4] A full-size, nonmaternal, sexually aware female, in a text considered suitable (though probably not for) children, even if allowed to exist, would not carry the fully enriched significance that can be encompassed by a condensed metaphorical representation such as *Tinker Bell*.

When one considers the 'new women' of the late Victorian and Edwardian eras, one may wonder whether Tinker Bell exists, in some measure, as Barrie's metaphor for these; condensed in order to disempower her otherwise threatening sexuality and rebellious nature, as well as for the practical presentation reasons suggested above. You may disagree, but then, part of her significance exists in our freedom to make imaginative searches for a likely extra-textual tenor to her

metaphorical vehicle. Portrayed as one of the those "strange" creatures that "Peter, who knew them best, often cuffed" (p.96) Tinker Bell fades in Barrie's 1911 version of Peter and Wendy to the final oblivion of a woman whose prime purpose was NOT to be a mother figure. Even Wendy is shocked as Peter later wonders, "Who is Tinker Bell?" (p.218). Yet her character does not fade, the miniature fairy has merely added Barrie's "baggage" to that which she carried before, and is off again, ready to be transformed for other audiences, as a myriad of other incarnations await.

Kipling explicitly states that the tales in Rewards and Fairies: "were meant for grown-ups"[5], yet the book is usually still classified as a children's classic. Barrie's fairies (excluding *Tinker Bell*) first appeared within a narrative for adults: T*he Little White Bird* (1902). Other miniatures, from *Tom Thumb* to Swift's *Lilliputians*, have moved inexorably from the domain of narratives for adults to the domain of narratives for children. It seems that little characters, whatever their provenance, can be dressed up in any disguise for those other little people--children--to digest. Perhaps many adults, who do not understand that miniature productions can contain so much that might be regarded as adult in meaning, have made a connection with children's fiction, simply because they regard that too as a smaller place, a one stop location for anything regarded as child-sized. But, like the miniature characters that so often inhabit it, children's literature is not one small, single genre in the wider adult library. It is another world, encompassing all the genres of adult fiction from fantasy to realism, from epic to fairy tale. It is a body of work which encompasses writers of different sexes, races and religions, and includes poetry and prose fictional narratives produced in varying media--from film, video and cartoon to stage, CD Rom and printed page. Richer than adult literature in picture books, in illustrated books, and in narratives in cartoon and computerized formats, children's literature also encourages the free use of named characters in regular new and often enriching incarnations, quite unconcerned with the pejorative undertones which deter writers for adults from such extensive character transfer. Many of the characters in narratives for children, like miniature characters, have metaphorical dimensions; animals, toys, all manner of creatures are used to create condensed and enriched images of society and the adults as well as the children who inhabit it. The world of children's literature is a world that concentrates on compact visual and verbal images, including the condensation of dream images, from the *Wild Things* of Maurice Sendak, to the metaphorical images of psychological states encountered in adolescent novels such as *Dangerous Spaces* (Mahy) and *Marianne Dreams* (Storr).

Far from being reductive, the world of children's literature is a condensation and enrichment of possible subject matter. Indeed if, as has been suggested, we make sense of the world in narrative and the philosophy of the world is predominantly expressed in the world's literature[6], the narratives placed at the disposal of children must have the potential to be the most important narratives of all. We may never fully understand what individual children, in interacting with fictional narratives, learn of society's ethical values--or lack of ethical values; however, many of the adults who have written for children, over the last two centuries, have encoded in their work the roles they have seen as open, or closed, to particular groups of children, and the futures they have desired, or feared, for them. Whether real "flesh-and-blood" children have accepted or rebelled against these models, some fragments must inevitably be carried into the future, as building blocks, or faultlines, of the world of tomorrow. Even when vested interests--from religious groups to publishers concerned with making a profit--dictate which stories reach the market place the stories themselves are still an illuminative microcosm magnifying the mores of the macrocosm--the society of their production--whether consciously or unconsciously, in a particularly acute manner. Narratives composed for children or read by children can be seen as the space where adult and child meet, where hopes and fears for the future are located, where adult-created images of childhood, that condensed and enriched space, can be exposed.

If children's literature, far from being a small and relatively unimportant genre, is recognized as a condensed and enriched miniature world of great significance, then perhaps there is scope for regarding the adults who are involved in the field as members of an equally condensed and enriched subject world, fully capable of supporting the most diverse of approaches. The delegates attending conferences relating to children's literature offer evidence of the variety of perspectives from which the subject is approached. Similarly the research database at the Children's Literature Research Center at the Roehampton Institute is peopled with studies by researchers with many varied interests: bibliographers, biographers, educationists, historians, librarians, literary critics and psychologists. **ALL** these areas are important and it is important too that we value the work of

those whose areas of interest differ from our own. At the end of the day we **ALL** agree that children's literature is important. It can shed light on the past, illuminate the future, and lay open our visions of the future for discussion and debate. The best texts (whatever our individual views on which these may be) can and should be a rich source of joy and delight to adults and children everywhere.

Notes

1. As defined by Belsey in Critical Practice.
2. See Rimmon-Kenan (1983) and Chatman (1978) for a fuller discussion of this process.
3. Briggs gives a most useful analysis of fairy "types," and their attributes, in *The Personnel of Fairyland*.
4. By artists such as John Anster Fitzgerald (1819-1906), Henry Fuseli (1721-1825), Sir Joseph Noel Paton (1821-1901) and others.
5. Kipling, Rudyard, from *Something of Myself* (Macmillan, 1964 pp.190-1) as quoted by Stephen Prickett.
6. See Chambers, Fullbrook, Grant, Hardy, to name but a few.

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Where Are the Children in Children's Literature?
Teaching Children's Literature to Undergraduates

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Discussing Garner's Onion

It is late afternoon on a Friday at the end of the fifth week of *Children's Literature One*. The cohort of 75 first year undergraduate BA/Bed students have been lectured on fantasy, they have been encouraged to consider definitions of what they understand as fantasy fiction and to give examples from their own reading, to question whether the wide range of works that they are suggesting, folk and fairy tales, myths and legends, allegories, dream texts, science fiction, horror and surrealism can constitute a single genre. The lecturer has referred to Rosemary Jackson's suggestion that what these examples do have in common is a "violation of what is generally accepted as possibility" and that there "is an instability of narrative at the center of the fantastic as a mode." It has also been suggested that fantasy may have a subversive function (Jackson, 1981, p. 34) as well as the potential to "act as a critique of current social values" (Stephens, 1992, p. 112) as fantasy may involve "the invention of an alterity of time and place which serves to comment on... the present and its values."

They have looked at some examples on the overhead projector of the topography of fantasies, *Earthsea, Middle Earth,* Winnie the Pooh and Christopher Robin's territory; they have looked at Tenniel's picture of Alice climbing through the looking glass, and they are ready for Tolkien's definition of what happens when an author creates a "Secondary World which your mind can enter." (Tolkien, 1947, p. 30).

They have been invited to reflect on last week's session on E. Nesbit when they were reminded of the influence of George MacDonald on children's writers at the turn of the century. The idea of the marchen or magic tale was introduced in the first lecture of the course when they were invited to share the wide range of fairy tales they had forgotten that they knew and to begin to consider them as the beginning of children's literature and its continuing intertextual warp and weave.

Now that they are looking at J. R. R. Tolkien and Alan Garner, folk and fairy tale structures are never far away. "...an ordinary mortal is drawn into a magical adventure during which he or she matures and after which he or she returns home." (Sullivan, 1992, p. 102-3). The lecture has ended with a reflection from Susan Cooper, "The fantasist deals with the substance of myth; the deep archetypal patterns of emotion and behavior... the echo of myth runs through fairy tales from every culture, every tradition; in our own literature it runs through *Pilgrim's Progress to Gulliver's Travels, Alice in Wonderland* to the *Wizard of Oz*; from MacDonald to Tolkien, from Lewis to Le Guin." (Cooper, 1990, p. 308).

During the second hour of the Friday afternoon session, they have watched the penultimate episode of the recent BBC TV version of Garner's *Elidor* and briefly considered the way the supernatural and fantastic elements of the text, Roland's "hallucinations", have been portrayed, contrasting effectively with the sunlit ordinariness of the children's everyday family life. They comment on the way that the seance through which the children contact the land of Elidor in the text has been replaced by the complex graphics of a computer game in the television version, a device which not only brings the story into the 1990s but avoids the possible reaction of adults to the dangers of children attempting to contact a spirit world. This may be the first time in this session that they have discussed the child reader or viewer.

After a well deserved tea break, they divide into smaller seminar groups for more detailed discussion of the two texts, This is where we came in; a group of about twelve students has been discussing questions set by the lecturer; they have rightly abandoned these to explore their own agenda. One group member is tackling the contention of another, that "children would not read all this into it," with a spirited reference to Alan Garner's assertion that, "... the book must be written for all levels of experience," and that that is precisely what has been happening to them as students. They are all coming to the text from different perspectives, some with a background of

English Literature at an advanced level, others like herself, as mature students who are engaging in full time academic study for the first time and who had never thought of children's literature as a subject for academic study before. She is able to take Garner's metaphor of the book as an onion, which, "can be peeled down through its layers but is always at every level, an onion, whole in itself." (Garner, 1977, p. 196-8) and apply it to the process they are engaging in as students.

Another small group are tackling heavy issues arising from their reading of *The Hobbit*. What is Tolkien saying about war, about ethnicity and class? Aren't the Goblins in fact the Jews? Who or what is Bilbo? A mature student thinks he is the Id. One of the younger students has read everything that Tolkien has written, he claims that *The Hobbit* was the first book that he ever read and having read Tolkien's autobiography he is able to lay what he considers some rather fanciful interpretations to rest! When I hear one student remark that what we learn from both texts is that life is a quest and that we learn to cope with it by facing up to a series of hard challenges. I feel moved to interrupt them and suggest that at the end of the week and the last day of their term, they might like to stop facing this particular challenge and go home.

Constructing a Module

This thumb nail sketch suggests something of the complexity of the content of this course and the enthusiasm of the students. Putting together a modular course for first year students for a variety of backgrounds and age groups, all with different destinations in mind, was a challenge. Before the new modular degree was introduced in 1992, Children's Literature had been a well established feature of a four year Bachelor of Education degree course, a subject deemed suitable for intending primary teachers. Suddenly, we were invited to introduce it as a module (fifteen weeks, thirty hours) in the English and Cultural Studies pathway. Overcoming a certain amount of skepticism, if not prejudice from one's Bachelor of Arts colleagues was the first challenge. No way was this course to be seen as a soft option if we were to gain credibility. The first attempt two years ago, left the enormous group of first years clamoring for more. We had to produce a second level course. Colleagues seemed to be slightly suspicious about the scale of the course's popularity and genuinely surprised when ten BA students, reaching the third year, chose children's literature for their final year dissertations.

We were clear about one thing, on a combined BA and BEd course, there had to be more emphasis on critical theory and less on children! The questions raised by Peter Hunt (Hunt, 1991) about finding an appropriate critical approach to texts written for children and his argument for a "childish criticism" was a possible starting point, but the critical perspectives that the students were encountering in other literature modules also needed to be addressed in the Children's Literature course. In the first year of the course, it would be important to consider the discourse of children's literature (is there one?) and to trace intertextual reference, to look for evidence of overt and covert ideology in a text, explore the metafictive nature of picture books and identify different kinds of linguistic playfulness. In the first year, many of the English and Cultural Studies students were coming to terms with new ways of reading texts; dealing with new concepts and terminology; perhaps applying these to familiar and essentially non-threatening texts could be a help. In their second year we tried to do this in a more focused way.

Second Year - More of the Same or Something Different?

The second year course therefore, brought more specific issues to bear on old and new texts; starting with Enid Blyton and Roald Dahl. Were these safe or challenging texts? Looking at Blyton as a consummate writer of popular fiction enabled students to cross refer to the popular fiction module and to counter some of the negative criticism that seems to stifle any explanation of her enormous commercial success and popularity. Every student has read and enjoyed her books, perhaps we could lessen the guilty apologetic admission to this by bringing some sharp critical analysis to bear on her texts. Applying Bakhtin's concept of the carnivalesque to Dahl's *BFG* and *Danny the Champion of the World* seemed to give students access to a way of explaining Dahl's excesses in a particularly positive way.

The texts of the novel and the play, *Peter Pan*, coming next, seemed to raise a range of issues and much to discuss; the instability of the text, the idea of the text as a "supra-textual core" a "textual sun" surrounded by any number of satellite texts (Hollindale, 1993, p. 158). Is it a utopian text or one dogged by an intrusive authorial interference; Jacqueline Rose's analysis of

what she calls "a confusion of tongues" and the argument for the "impossibility of children's fiction" (Rose, 1985, p. 66) and there are other "satellites", screen versions by Disney and Spielberg to be considered.

As with Blyton and Dahl there were few students who were not familiar with a version of the Peter Pan story, a quick review of their knowledge suggested that they were aware of the plot, characters and settings although few could attribute this to having read any particular version. This reinforced the notion of Peter Pan as "the universally understood, familiar, instant-symbol myth figure of childhood agelessness." (Hollindale, 1993, p. 19) and the possibility of many texts, often the ones we have read as children, becoming "part of a general consciousness, obscurely familiar even to those who have never read...the original story," (Hollindale, 1993, p. 172).

Discussion of the two *Peter Pan* texts opened up the possibility that many of the early texts that had been written or adapted for children have been richly generative and reinforced the idea (Stephens, 1992, p. 86) that we return to on the course, that children's literature has no discourse of its own but is profoundly inter-textual and allusive.

Having considered the possibility that the Never Never Land also presents a utopian and highly metafictive version of the world, the second year course moves on to Terry Pratchett's dystopian vision of the world in his *Truckers* series. Looking at science fiction also provided the opportunity to pick up and develop some of the ideas that had been introduced in their first year when they looked at picture books. Looking at science fiction comics like the *Judge Dredd* and *2000AD* series along with Terry Pratchett's graphic novels gives them the opportunity to revisit and try out some of the ideas they had been exploring in year one, particularly the metafictive and post modern elements of these texts.

Are Picture Books for Children?

The first year course devotes two three hour sessions to picture books, focusing on Browne, Burningham and Sendak with readings by Moss (1992), Lewis (1990) and Doonan (1994), among others, to encourage students to begin to see these books as particularly challenging, multilayered texts. For their end of module assignment, one of their options is to consider the ways in which the makers of picture books have appropriated metafictional features, such as excess, indeterminacy and boundary breaking. In their seminars they use a set of questions devised by my colleague, to work together in groups looking at picture books that they have brought to the session. The questions help them to read the text in a way that may be unfamiliar to them. Certainly many of the texts surprise them. "Was it piggy wallpaper before?" someone asks flicking back through Anthony Browne's *Piggy Book*; a group of younger students explore John Burningham's *Granpa* with a mature student, discussing what they describe as "the unexpected depths." "I've never seen anything like this before," she says, "of course I'm out of date!" Another student reading Browne's, *The Night Shimmy*, remarks with a newly acquired confidence that she can see, a "bit of Sendak." Indeed, Browne is paying homage to Sendak; the picture above Gwen Strauss' text, "The Night Shimmy always chose the best stories," shows Eric in bed reading a book that is evidently a copy of Sendak's, *In the Night Kitchen*. Allusions to Sendak's work and that of other authors' and artists' becomes part of the challenge of reading this text. Recognizing intertextual reference in illustrations can be the start to an exploration of the multilayered nature of texts for both child and adult readers.

Sendak has been the greatest help, or perhaps the greatest intellectual challenge, to students' presuppositions about children's literature. Just as they think they have got the hang of it, he comes up with something different. The first years study the trilogy, *Where the Wild Things Are, In the Night Kitchen* and *Outside Over There*, all of which challenge their notions of what or who picture books are for. After a seminar spent exploring the range and scale of Sendak's work in these three books, they are beginning to see patterns, recognizable leitmotifs, influences and origins, when *We are all in the dumps with Jack and Guy* knocks them all sideways again. Jane Doonan (1994, p. 166) has been particularly helpful in her analysis of this particular text and has given the students on these courses an idea, an anchor which is surely going to become a point of reference, rather like Garner's onion, on our ongoing discussion of how we, as adults who are in a sense excluded from the intended audience, can study children's literature. She writes of Sendak, that:

He has created something which does not conform to generic expectations about picture books as children's literature only. *Dumps* shares with certain other modern picture books a quality that was formerly the preserve of folk and fairy tales; an open address. Once upon a time the old stories were for everyone of those gathered round the fire to take and make what they could from them, but in recent days such stories have come to be seen as belonging only to childhood. Conversely, picture books used to be the property of children but may now take a form to which adults as well can respond in many different ways.

The notion of an "open address" along with Garner's belief that "the book must be written for all levels of experience" (Meek et al, 1977, p. 197) helps us to position ourselves as adult readers of children's books on a course which studies children's literature in the context of the academic study of adult literature.

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The Contribution of Iona and Peter Opie to Children's Literature

by
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Iona and Peter Opie's work on *The Oxford Dictionary of Nursery Rhymes* began on a walk beside a cornfield near their home in Waresley. One of the Opies placed a ladybird on a finger and the two recited the well-known nursery rhyme. Iona was expecting the couple's first child, and the couple were very interested in everything one could learn about children. The Opies wondered about the origin of the verse. That weekend they went to the Kensington Public Library in London to see what they could learn. There was not a satisfactory answer. After several stops, they ended up in the British Museum with a copy of J. O. Halliwell's *Nursery Rhymes of England* published in 1842. The Opies realized the market could use a new book on the origins of nursery rhymes. While they were doing their research for this book, Iona realized that the next time they began another work they would need to search through all of the volumes again. The Opies started making cards on anything they thought might be of interest to them in the future.

The publisher Herbert van Thal seemed interested in their idea for the book, but when he saw the manuscript, he said they needed a paragraph beneath each rhyme. The Opies did not see how they could accomplish this at the time, but as a result they learned to be scholarly in their research. When the manuscript was given to Elizabeth Withycombe after seven years of work and rewriting the introduction, Withycombe presented the manuscript to Oxford University Press. The editors could not find one mistake. The large first printing in 1951 was 10,000 copies.

The Opies found the earliest use of the term nursery rhyme can be traced back to *Blackwood's Edinburgh Magazine* for July 1824 in the essay "On Nursery Rhymes in General." Prior to this time the rhymes were referred to as "songs," "ditties," "Tommy Thumb's," or "Mother Goose's". To qualify a rhyme usually is brief, and it must be memorable. It should tell a surrealist story about people, animals, or familiar activities. Every country has its share of nursery rhymes and lullabies. Most nursery rhymes were not originally composed for children but were often fragments of ballads or folk songs, remnants of ancient customs or rituals, ditties from taverns, and jests or innuendoes. Probably the only rhymes composed for the nursery before 1800 are the rhyming alphabets, the infant amusements, and the lullabies. However, the verses were said or sung by mothers of every economic and social level or nurses to soothe or amuse a child without thought of origin.

The Oxford Dictionary of Nursery Rhymes has an alphabetical arrangement of verses, cites the earliest recording in print of each rhyme, and gives variants. There are pictorial examples and thorough notes and comments. "Ladybird" carries the child's warning to the ladybird when the insect is set on a finger. A woodcutter of the reign of George II depicts the ladybird on a finger. Once the warning is recited the ladybird is blown on once. Normally this tiny beetle spreads its wings and flies away. The rhyme may be a relic of something of significance. There are similar incantations in France, Germany, Switzerland, Denmark and Sweden. It may even have its origins in the Egyptian beliefs associated with Isis. The earliest written record is in Tommy Thumb's Pretty Song Book published in 1744.

In *All Things Considered*, G. K. Chesterton said that in fairy tales the idea that runs throughout is that peace and happiness can only exist on some condition. This idea is the core of ethics. A noble person may be brought low by enchantment or human beastliness, but the low are rarely noble. The established order is not upset. The magic in the tales is people and creatures being shown for what they really are. Compared with the age of some of the tales the term "fairy tale" does not seem to have entered the English language until 1749 according to the *Oxford English Dictionary*. The term came from France from Madame d'Aulnoy's *Contes des fees* which was translated as *Tales of the Fairys*.

The characteristics of a fairy tale today are that it must be unbelievable and contain an enchantment or supernatural element that is imaginary. The hero is usually a young person. The

virtues kindliness, presence of mind, courage, and willingness to take advice are rewarded. Wealth, an ideal mate, and comfortable living are the rewards desired. What seem like romantic details may have been the social conditions of the time. The magic in the tales heightens the realism and gives the child a chance to wonder.

"Thumbelina" is a literary fairy tale by Hans Christian Andersen published in 1836. Mary Howitt translated it into English and published it in *Wonderful Stories for Children* in 1846. Howitt did not approve of the wife consulting with a witch, so she revised the beginning.

The Classic Fairy Tales places in perspective the contributions of Perrault, the Grimm brothers, and Hans Christian Andersen. Each tale has an historical introduction showing its development. The text of the story is given in the first English edition or the earliest surviving text.

Playground jingles are invented by children and are not intended for adults. Part of the fun is that adults know nothing about them. Children's lore alters little from generation to generation. Traditional lore exists everywhere with more games known to city children because they are in closer contact with other children and have time to play. The same lore exists in different areas and backgrounds. A new rhyme can travel by oral transmission throughout the country rapidly. Playground lore is often passed from child to child within an hour of learning it. The lore is usually passed from one child to another of a similar age. If a rhyme can be traced for one hundred years, it has been retransmitted over and over again. It is surprising it continues so long, and it bears any resemblance to the original. Variations occur more often through misunderstanding than by design. Children tend to claim to have made up a new rhyme when they have only changed a word. The oral rhymes can be divided into those that regulate games and relationships and those that are lively expressions of feelings. Children find rhyme enjoyable and funny in itself.

The Opies decided to collect the children's lore from school children themselves. They sent a letter to the *Sunday Times* in 1951 which provided a vast number of new correspondents. It was the teachers who made the network with schools all over Great Britain. These teachers had their students fill out questionnaires. This followed with "interviews" with five thousand school children by mail. The publication in 1959 of *The Lore and Language of School Children* astonished the public with the private world of children. In 1991 Sandy Hobbs and David Cornwell stated *The Lore and Language of School Children* is the most widely cited modern book on folklore.

Iona Opie visited a local school playground during recess every week for fourteen years. Often two kinds of play were taking place. Private, creative play for one or a small group is not sufficiently structured to be handed down to future generations. The fun is in the inventing. While it may be played on the playground, it is best played at home. Traditional games were once played by adults with children watching and copying for their own play. Knucklebones was an amusement of women in classical Greece. Today the game would be called "Jacks". By the nineteenth century the population moved to the cities, and there was less room for games. University students were limited to playing with other boys from the same school. The Victorians had a passion and talent for organizing, so games established rules and some such as football gradually turned into spectator sports.

Since Iona Opie was neither parent nor teacher, the children accepted her as a person who listened to their jokes and games and wrote them down. Iona wrote down the events as they happened and the conversations as they were spoken. *The People in the Playground* gives a view of games coming and going, the differences in attitudes between boys and girls, and human behavior. Iona allowed children to be her teachers as she observed and listened to them.

As the Opies began their research Peter Opie purchased a copy of *The Cheerful Warbler*, a nursery rhyme book illustrated with woodcuts. James Kendrew, a York bookseller, published this book and sold it for one penny in 1820. The book itself is unimpressive but it indicated how deeply nursery rhymes had become a part of print and culture. As progress continued on *The Dictionary* the Opies purchased more books to use. Peter especially realized the importance of collecting and also the necessity of scholarship. Every book was read and annotated so it could be studied within its period. This establishment of interrelationships was possible because of the subject itself. The Opies worked together and separately. Iona analyzed the folklore material and wrote summaries of her observations. She gave Peter the material for the next section of the book they were working on. He gave her the written section. She returned the written section with

comments. Only after this was accomplished did the couple discuss the work verbally. Iona says they knew their books must be exceptional so they could live on the royalties. The only way they could accomplish this was to work long, regular hours. Most mornings began with a search through the catalogues at breakfast so orders could be placed. If they went to London or Oxford to do research, they visited shops to search for books. Every Saturday Peter searched the shops while Iona bought groceries. As the Opies' reputation developed they were given the opportunity to purchase some items privately. Occasionally a book would be given to them since the owner knew it would be cared for. The Opies' collection grew to 20,000 titles. When Peter died in 1982, Iona wanted to preserve the collection in a permanent place. Through contributions the Opie Collection was purchased by the Bodleian Library in Oxford. Iona donated one half the value. Now UMI is microfilming the collection with a cumulative index. Iona and Peter Opie used their collection and scholarship to give the world a new way of looking at children's literature.

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Freud's "The Uncanny" in Caroline B. Cooney's "Vampire Trilogy"

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"My understanding," said their vampire, "is that younger humans enjoy being frightened. It's the age, you know." [1]

Charles Sarland describes a selection of ten novels in the Point Horror series as "psychological thrillers", and goes on to argue: "In a sense "Point Horror" is something of a misnomer since none of the plots involves the supernatural or the metaphysical..." [2] As I have written elsewhere, [3] while this is true of the novels Sarland refers to, it is not true of almost as many others which he does not mention, including Sinclair Smith's *Dream Date*, Diane Hoh's *The Accident*, D. E. Athkins' *The Cemetery*, and Caroline B. Cooney's *The Perfume, Freeze Tag, The Cheerleader, The Return of the Vampire* and *The Vampire's Promise*. Everyone of these books **does** feature some supernatural, always evil, phenomenon. I want to emphasize, therefore, before moving on, that in my opinion there are two Point Horror narratives: the thriller and the supernatural story, and it is the latter category I want to discuss today.

In his essay "The Uncanny" (1919), probably the most important early essay to influence criticism of the Gothic, Freud pragmatically observes that it has been a long time since he has "experienced or heard of anything which has given him an uncanny impression." He notes, therefore, in the third person, that he will begin his study "by taking himself into that state of feeling, by awakening in himself the possibility of experiencing it."[4] Adult readers of Point Horror novels may find themselves in a position analogous to Freud's - these novels may not scare us, but we are aware that they can frighten adolescents. Peter Hunt suggests: "When adults find themselves reading children's books, they usually have to read in four different ways, simultaneously."[5] These four different ways, Hunt continues, are as follows: as if they were peer texts, on behalf of a child, with an eye to discussing it with other adults, and surrendering to the book on its own terms. There is a category of response which I think is missing here: the wish to understand the appeal to the book on its own terms. There is a category of response which I think is missing here: the wish to understand the appeal to the child of a specific book, or, in this case, the appeal of an entire genre. (Is this, in fact, a subset of category three: "with an eye to discussing it with other adults", bearing in mind that the adult with whom the book is discussed may be oneself?)

Over three million copies of Point Horror novels have now been sold, and given the widely-observed practice of readers exchanging the books, many millions more have probably been read. I don't wish to raise the **very** general question: Why? This would clearly require considerably more time than I have, but I would now like to place several of the supernatural Point Horror novels alongside "The Uncanny" and then consider various points at which the novels seem to illustrate some of the issues raised in Freud's essay. I want to discuss three novels in particular: *The Cheerleader* (1991), *The Return of the Vampire* (1992) and *The Vampire's Promise* (1993). All these novels are by Caroline B. Cooney, and all three are concerned with one of the oldest forms of evil in literature: The Vampire. The presence of a vampire clearly endorses one of Freud's comments on the uncanny: "an uncanny effect is often and easily produced when the distinction between imagination and reality is effaced, as when something that we have hitherto regarded as imaginary appears before us in reality..."[6]

In addition, the very fact that there are three of these novels endorses Freud's observation that repetition is often a vital aspect of the uncanny, which often manifests itself as "the constant recurrence of the same thing - the repetition of the same features or character-traits or vicissitudes, of the same crimes, or even the same names through several generations."[7] In *The Cheerleader* a vampire promises Althea (the exotic names are a feature of all three novels) popularity, the holy grail of conventional teenagers, but it must be at the expense of some other peers, and Althea must give the vampire permission to feed off them. As she flourishes, they wither. Eventually, Althea refuses to sacrifice anybody else and accepts her lack of popularity before moving away. In

The Return of the Vampire, Devnee's family move into the empty house and Devnee makes a similar bargain with the vampire, but she wishes for beauty and then intelligence, recognizing that these, and in that order, are the qualities that bestow popularity. As Devnee becomes beautiful, the luckless Aryssa loses her beauty. Similarly, after several visits from the vampire, the once intelligent Victoria becomes increasingly stupid while Devnee becomes increasingly brilliant. As occurs in *The Cheerleader*, Devnee eventually refuses to sacrifice any more of her friends and the vampire is routed by her selflessness. She too, moves away. In *The Vampire's Promise*, Cooney shifts her attention onto a group of teenagers, although within this group another young girl, Lacey, is the narrative's central focus, who becomes trapped in the now abandoned house by the vampire. He offers to let them go - if they will choose which one of them is to be his victim. As is characteristic of much horror writing in general, Cooney refuses to close her vampire books; another novel is implicit in the conclusion of *The Vampire's Promise*:

> And the shadows that were the vampires hung in the sky, and departed, desperate, for they had only a few hours until dawn, only a few hours in which to find another nest. But usually, for vampire, a few hours is enough. (P.166)

Freud notes: "The German word "**unheimlich**" ("uncanny") is obviously the opposite of "**heimlich**" ("homely")..."[8] The same house is central to Cooney's Trilogy and it's possible to argue that another reason for the popularity of these novels is her conflation of two well-established horror conventions: the Haunted House and the Vampire. In *Danse Macabre*, Stephen King quotes from Anne Rivers Siddons, the author of *The House Next Door* (1978), one of the most celebrated horror novels of recent years: "The haunted house has always spoken specially and directly to me as the emblem of a particular horror. Maybe it's because, to a woman, her house is so much more than that: it is kingdom, responsibility, comfort, total world to her..."[9] The central character in each of the three Vampire novels is, of course, female.

I don't think it would be fair to the memory of Freud to omit any mention of sex, but firstly it needs to be pointed out that nobody ever actually **has** sex in a Point Horror novel. But this would not have stopped Freud, and it's not going to stop me. After all, the implicit promise of sex, the incipient recognition of its imminence is present in all the Point Horror novels that I have read. Cooney writes in *The Return of the Vampire*, neatly conflating a trinity of adolescent reoccupations: gender specificity, confusion of identity, and sexuality in a single sentence: "The girls wanted to look like Aryssa, but the boys wanted to have her."[10] Although the three principal characters are females, of course both boys and girls read these novels. Freud writes: "A study of dreams, phantasies and myths has taught us that anxiety about one's eyes, the fear of going blind, is often enough of a substitute for the fear of being castrated."[11] Although most of the activity in the three novels takes place at night, which necessarily involves a reduction in vision, eyes do not feature prominently in Cooney's Trilogy. However, in *The Return of the Vampire*, a crucial, and speaking personally a very memorable scene, is set in a school laboratory, where Devnee and Aryssa are instructed to dissect a cow's eyeball: "The eyeball before them was immense, as if it were several eyes rolled together... the eyeball stared on. Devnee put a scalpel through it." (p. 62) Naturally, I have no way of knowing if I'm the only male reader who has shivered a little during that scene.

Freud notes that a prominent characteristic of the uncanny is "what we should call telepathy -, so that the one possesses knowledge, feelings and experience in common with the other".[12] This phenomenon occurs in all three of the Vampire novels. In *The Cheerleader*, Althea only has to think of the Vampire and he appears:' "You wanted me?" he said. "How flattering."'[13] In *The Return of the Vampire*, the relationship between Devnee and the Vampire is even more intimate: "**If it isn't worth it to you, I'll give it to somebody else**, said the vampire, from right inside her mind. She had forgotten that he shared it with her now. That he could live there if he chose." (p. 86) In *The Vampire's Promise*, the vampire reads the individual minds of the whole group, mocking them and preventing them escaping.

Ultimately, in all three novels, it is the conscience of the central character which defeats the vampire; in each case the protagonist refuses to sacrifice more of her friends and accepts the "ordinariness" which she has briefly transcended. Freud sees the conscience as related to the issue of the **doppleganger**, or double:

> The fact that an agency of this kind exists, which is able to treat the rest of the ego like an object - the fact, that is, that man is capable of self-observation - renders it possible to invest the old idea of a "double" with a new meaning and to ascribe a number of things to it - about all, those things that seem to self-criticism to belong to the surmounted narcissism of earliest times.[14]

It is possible to argue, therefore, that the character's plight reinforces, or revivifies, the adolescent reader's own narcissistic impulses; impulses they are being asked to abandon in order to participate in adult life.

Freud further notes that the uncanny experience often contains "a Doubling, dividing and interchanging of the self."[15] This, too, is a common feature of all three novels, naturally enough, in that the vampire effectively "transplants" the desirable qualities of other people into the protagonist, making it eventually difficult for her to determine exactly who she is. This is particularly striking in *The Return of the Vampire*, when Devnee wonders: "Where is Aryssa? Is she me? Is she half me? Am I half her?" (p. 77)

Freud concludes his essay with an evaluation of the uncanny as manifested in Literature, and notes, in a sentence which encapsulates many of the central concerns of the Vampire trilogy: "Let us take the uncanny associated with the omnipotence of thoughts, with the prompt fulfillment of wishes, with secret injurious powers and with the return of the dead."[16] Immediate wish fulfillment is central to both *The Cheerleader* and *The Return of the Vampire*, in that both Althea and Devnee actively wish to be desirable. In the latter novel, Devnee makes her wish, in the full knowledge that it will harm Alyssa:

> She tried not to complete the wish. She tried to be satisfied with her lot in life.
> She failed.
> **Wish I were beautiful!** (P. 22)

Such wish fulfillment, an example of what Freud calls the "omnipotence of thought", is, I would suggest, primarily regressive and, therefore, immensely pleasurable to the adolescent who is beginning to realize that his or her own wishes will not be immediately gratified by a benign universe.

In these novels wishes do come true, and then the conscience, the Freudian "double", asserts its dominance - in this way the books gratify and indulge adolescent narcissism, and yet they also lead the teenage forward, stressing the importance of adopting the role of a responsible adult. Indeed it's possible that it is this which is the real horror to the teenage readers of these novels.

Notes

1. Caroline B. Cooney, *The Vampire's Promise* (London: Scholastic, 1993) p. 121.
2. Charles Sarland, *Signal* 73, January 1994, p. 49.
3. "Point Horror: The Point of Horror", *Researching Children's Literature: A Coming of Age?* Eds. Broadbent, Hogan, Inkson and Millar (Southampton: LSU Publications, 1994)
4. Sigmund Freud, *The Complete Psychological Works of Sigmund Freud*. Volume XVII, translated James Strachey (London: The Hogarth Press, 1978) p. 220.
5. Peter Hunt, *Criticism, Theory, and Children's Literature* (Oxford: Blackwell, 1991) p. 47.
6. Freud, *The Complete Works*, Volume XLVII, p. 244.
7. Freud, *The Complete Works*, Volume XLVII, p. 234.
8. Freud, *The Complete Works*, Volume XLVII, p. 220.
9. Stephen King, *Danse Macabre* (Futura: London, 1981) p. 305.
10. Caroline B. Cooney, *The Return of the Vampire* (Scholastic: London, 1992) p. 58.
11. Freud, *The Complete Works*, Volume XLVII, p. 231.
12. Freud, *The Complete Works*, Volume XLVII, p. 234.
13. Caroline B. Cooney, *The Cheerleader* (London: Scholastic, 1991), p. 40.
14. Freud, *The Complete Works*, Volume XLVII, p. 235.
15. Freud, *The Complete Works*, Volume XLVII, p. 234.
16. Freud, *The Complete Works*, Volume XLVII, p. 247.

Political Correctness or Telling It Like It Is: Selecting Books About Australia's Indigenous People for Use in Australian Schools

by
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Abstract
In 1992, the Australian government decided that all children in all Australian schools should have access to an Aboriginal Studies program. New courses were designed to bring about greater community understanding of Aboriginal heritage and history, culture and values, but before the courses could be implemented, schools had to be given access to books and other resources of sufficient accuracy, quality and relevance to underpin the program. In this paper, the author reflects on the criteria for selection and the innovative resource evaluation process undertaken by the Aboriginal Studies Project team in Western Australia.

From a viewpoint in Perth, near the extreme southwest corner of Australia, the rest of the world can sometimes seem very far away. Unkind people suggest that it's only fifteen years distant in time. What the UK and the US are doing now, they say, Australians will be doing fifteen years into the future. Of course that's unfair. Granted, we may be a bit slow in some things, but we're right up there with the rest in others. We don't deserve such an unflattering stereotype. We don't like stereotypes applied to us at all. We're individual. We're different, and we'd like you to acknowledge our strengths as well as weaknesses.

Stereotypes are at the heart of this paper. In common with indigenous peoples everywhere, Aboriginal Australians rightly resent the stereotypes that have been built up and are still in use to define indigenous lifestyles and culture. Like teachers and librarians in other parts of the world, Australians working in the field of children's literature have become conscious of the need to promote authentic indigenous writing and illustration, speech patterns and value systems. Australian educators know that self-esteem is as critical to social development and academic achievement for Aboriginal children as it is for all others. Children need to see their own lives reflected in their environment: a school without pictures of Aboriginal families, books without believable Aboriginal characters, teachers without understanding of the traits that contribute to the richness and close nurturing relationships of Aboriginal communities--these all devalue Aboriginal culture and contribute to the bewilderment and sense of loss felt by so many indigenous Australian people. This loss, with its concomitant health, welfare and lifestyle problems, has been reported repeatedly in a variety of settings. Lawyer Rick Sarre, reflecting on the landmark Mabo land rights case in Australia, notes that:

> In the last generation there has developed no shortage of evidence from commission after commission, study after study, that Aboriginal Australians are at vastly greater risk of threat to life, health and liberty than non-Aboriginal Australians... Sadly, there is a mutually reinforcing spiral of welfare, poverty, alcoholism, imprisonment and violence in many Aboriginal communities which is sustained, and will continue to be so, by the feelings of helplessness endemic in the lives of many indigenous Australians. (Sarre 1994, p99)

This is eerily similar to the prognosis for African American, Hispanic American and Native American children given by Virginia Henderson at the Multicolored Mirror: Cultural Substance in Literature for Children and Young Adults Conference in 1991. She cites similar statistics and quotes from the 1987 National Education Association Report on American Indian/Alaskan Native Concerns:

> Enhancing of self concept of Indian students is essential to the effective education of Indian students. Helping students recognize their heritage, giving them a

sense of belonging, as well as a sense of their uniqueness as Indians, is essential. (And justice for all 1987, p15, cited Henderson 1991, p18)

By the late 1980s, a groundswell of informed international opinion led governments in many countries to make renewed efforts to respect indigenous cultures and to have them embedded in formal education systems. In Australia, the move was spearheaded by the National Aboriginal Education Committee, which led in turn to the National Aboriginal and Torres Strait Islander Studies Project. By 1992, this consultative group was ready to present a first draft of principles and guidelines for introducing studies of Aboriginal culture for all children in all Australian schools. Within a context that acknowledges the sophistication and complexity of Aboriginal and Torres Strait Islander culture and social structures, the proposed study syllabus--according to the Draft Principles--should lead to better community understanding of the social, cultural, spiritual and language heritage of Aboriginal people, and promote a more accurate, honest and balanced view of Australian history (National Aboriginal and Torres Strait Islander Project 1992, p6). For Aboriginal students in particular, the new courses should provide:

- a more supportive school environment;
- enhanced confidence and self-esteem within the school setting;
- improved learning outcomes through the provision of culturally relevant curriculum;
- the development of a stronger cultural identity. (National Aboriginal ... 1992, p6).

With national acceptance of the draft guidelines came the much more complex task of trying to apply them. In my own State, Western Australia, the Education Department set up an Aboriginal Studies Project team to develop, trial, and fine tune an Aboriginal Studies curriculum to be introduced in its first phase to students in the first three years of secondary schooling. I began work with the team at the beginning of 1993.

My brief was to develop a list of resources to support the introduction of the new curriculum in WA schools. I felt both privileged and humbled to be asked to do so. I had last worked closely with an Aboriginal community in the 1960s when, as a mother of preschool children myself, I worked with Aboriginal mothers and other community members to es-tablish the first federally funded preschool for Aboriginal children in WA. Two of the people associated with that committee were now members of the Aboriginal Studies Project team. My job was to support them by recommending books and other resources to help teachers and students gain the best outcome from the new curriculum.

While this sounds simple enough, the task was of necessity extremely complex. This was a new area in curriculum development, fraught with political overtones and the capacity to tread unwarily in sensitive issues beyond my understanding. As a non-Aboriginal teacher librarian with a particular interest in Australian history, I knew the broad outlines of what was required, but I needed to see each topic through the eyes of people who had been dispossessed of their land, whose cultural foundations had in many cases been swept aside as being of no account, and who had survived disruption to their family and community life on a scale largely unimaginable to most non-indigenous Australians. Because of the extreme sensitivity of this work, each book, video or audiotape I selected had to be passed by an advisory panel of Aboriginal Liaison Officers, School Develop-ment Officers, curriculum writers and teachers. I listened to their comments, took detailed notes, and amended my annotations accordingly.

So, when it came to recommending resources, what were we looking for? Inevitably, the first problem was stereotypes. We wanted material that was fresh and authentic, that gave a realistic view of the issues it purported to cover. Above all, it had to be acceptable to Aboriginal community groups throughout WA. So the first stereotype had to be confounded:

1. Australian Aboriginal communities are not all the same

It is amazing that the belief that they are is so widespread. Think about it. Australia is a country that encompasses tropical rain forests, cool rain forests, snow fields, hot des-erts, rocky shorelines, rich agricultural land, spectacular gorges and valleys, grasslands, salt lakes, freshwater trout streams, and claypans. Why would the cultures be the same? The en-vironments are not. Aboriginal cultures always place people in harmony with the land, but the settings--and therefore

the lifestyles--may be very different. To expect all Aboriginal people to be the same and to give a similar response on any issue is just as absurd as expecting all non-indigenous Australians to vote the same way at the next general election; or all thirty-year-olds, for example, to prefer the same dinner menu. And yet some publishers and writers still promulgate the notion that all Aboriginal Australians live the same lifestyle, hold the same beliefs, and act in the same way. Books in international series, e.g. countries, indigenous peoples, often fall into this trap. Indigenous Australians would mostly prefer not to appear at all than to have their culture covered in so erroneous a way. Such books are NOT recom-mended.

2. Australian Aboriginal cultures are not primitive

Because it was believed that Aboriginal people had no centralized system of government, written records, or permanent buildings, many colonial administrators wrote off Aboriginal culture as "primitive" and Aboriginal people as "childlike". In reality, Aboriginal cultures are complex and sophisticated with a recording system based on oral storytelling, dance, ritual and visual art; with complex rules for the good order of society; and with rock carvings, paintings and other constructions to show where Aboriginal groups led rich, full lives before the incident that school texts have commonly referred to as "the coming of the white man" or "settlement". Aboriginal writers call it "the invasion". Even the most cursory investigation into Aboriginal cultures shows a complex system of languages and dialects (perhaps as many as 600; certainly more than 200), rules relating to skin groups and family relationships, rules governing preservation of the environment and nurturing the community. These are the literal ground rules that have allowed Australia's indigenous people to flourish in environments where new arrivals perish. They are not primitive.

3. Dreaming stories are not the same as fairy stories in other cultures

Of all the stereotypes that have grown around Aboriginal beliefs, this is the one most likely to cause the greatest offence. Aboriginal spirituality is real and deep seated. The strength of the "Homelands" movement--the move to return communities to their ancestral lands in order to revive their cultural heritage--shows the importance that Aboriginal groups attach to the ceremonies of their Dreaming. For them, the world is still becoming. Dream time is more than a stage of creation that happened a long time ago. The ceremonies are intimately bound up with the welfare of the communities. There is mounting evidence that young people in particular gain significantly from reconnecting with their community and its cultural practices. A recent (1993) book by Aboriginal Elder David Mowaljarlai exemplifies this deep commitment to the Aboriginal spiritual heritage. As an old man, Mowaljarlai wanted to be sure the Dreaming stories would be passed on and the ceremonies observed. In doing so, he created a dilemma for other communities and for the Aboriginal Studies team. Although the stories were his to tell by right of his position in the community, he included secret/sacred material that should not have been divulged. For this reason, a warning had to be included in the annotation on the recommended resource list:

> Caution: Because some of the words and images in this book are culturally sensitive, the book must be checked carefully by community elders before it is accepted into Kimberley schools. (Aboriginal Studies lower secondary ... 1994, p50)

This is only one of several instances where such warnings were needed. Another was in the annotation for Virginia Hamilton's *In the Beginning: Creation Stories from Around the World* (1992). In every respect, bar one, this was an ideal book for inclusion. It is a handsome collection of stories from indigenous cul-tures, beautifully told. Its context shows Dreaming stories as part of a worldwide pat-tern. From a WA perspective, it is unfortunate that the sole Aboriginal story selected contains one word that is unacceptable to some WA communities. In most parts of Australia, this word will cause no offence at all, but when recommending items for WA schools, it is an issue that must be acknowledged and schools must be warned. In fact, the Aboriginal Studies team advises that all resource material dealing with Aboriginal matters should be checked by the local Elders as a matter of course. The issues are too sensitive and too much tied to individual cultures to be covered by a blanket recommendation for all schools in Western Australia, let alone for the whole of Australia.

4. Aboriginal stories are not like folk tales: not everyone has the right to tell them

There are two issues here: stories that are central to the culture and stories that belong to the people, but are nevertheless personal stories. In both cases, the question is, "Who owns the story?" Aboriginal writer and broadcaster Wayne Coolwell explains the problem:

> A lot of people feel that Aboriginal people are just one people and have one voice. There are about 250 or 300 tribes around this country and I, coming from this area here, would never dare to speak about another Aboriginal group; they are not my tribe and there is an unwritten law that you don't ever get up and speak for other people. (Moloney and Coolwell 1994, p104

Within Aboriginal culture, there is now much resentment that stories that have been shared generously with enquirers have eventually made their way into books; sometimes with attribution, often with none. People who thought they were doing a friend a favor by telling of the old days have been horrified at finding those stories published for all to see. Mourning customs in many Aboriginal communities pre-clude naming the dead or showing their photographs: both strictures have been breached by non-indigenous authors and publishers. Dreaming stories can be told only by those with the right to tell them. Pat Torres, an Aboriginal writer and illustrator committed to building up Aboriginal culture, stresses that she always pays a consultant's fee for gathering material from interviewees (Torres 1994, p12) since personal stories should be treated in the same way as other source material used by researchers and journalists. Aboriginal educator Linda Burney gives a slightly different slant:

> Who owns the information when you give it? ... If you share with someone your life story, and it is used in the gaining of a thesis or a doctorate or whatever, you feel a little bit cheated because it's your story ... When that stuff is shared, does it become the author's or the publisher's because it goes into their book? Or does it remain with the people? ... So much has been taken and used to the benefit of the individual and not to the benefit of that community. (Burney 1992, p86)

Tjarany / Roughtail : the Dreaming of the Roughtail Lizard and other Stories Told by the Kukatja (1993) provides a splendid example of graceful attribution on behalf of, and paying due respect to, the community:

> These are our stories.
> We give permission for Gracie and Lucy and Joe to tell them, so you can share them.
> We hope you enjoy Roughtail.
>
> Kukatja people
> of Malarn, Yaka Yaka
> and Wirrumanu communities
>
> Kimberley Aboriginal Law and Culture A.G.M.
> Mt Barnett, October 1989.

The evaluation process for the Aboriginal Studies resource list

Each evaluation meeting followed the same format: The accreditation panel met around a large table, each member with a copy of all the annotations I had prepared, and a trolley full of books and videos to assess. Each item was examined, sampled--or read through in its entirety if time permitted--and discussed exhaustively. On most issues the panel was in broad agreement. Each item had to demonstrate an understanding of Aboriginal culture and values; had to eschew derogatory words and phrases that may have been tolerated in colonial times, e.g. "darkie," "lubra" but are quite unacceptable today; and had to recognize the diversity of Aboriginal cultures and languages in different parts of the country. Any book that suggested that Captain Cook discovered Australia was rejected out of hand. Unfortunately, Alan Tucker's splendid *Too many Captain Cooks* (1994) which traces in ironic cartoon form the history of Black/White relations in Australia arrived just too late to be included.

There was little difficulty in reaching consensus on any of these issues, but three other concerns proved more problematic. They were:

- ▲ the question of negative images of Aboriginal people or lifestyles;
- ▲ acceptable standards for language use;
- ▲ insistence on Aboriginal authorship.

1. Negative images of Aboriginal people or lifestyles

This was the aspect that caused most controversy. Should books and videos show less than ideal aspects of Aboriginal lifestyles thereby possibly reinforcing negative stereotypes, or should the selected material show the problem warts and all? Should the recommended list be concerned only with good role models, approved images and acceptable behavior, or should the students, many of whom might never have met an Aboriginal person in their wealthy middle class neighborhoods, discover the realities of life for all too many of their fellow citizens? In the end, the panel opted for a balance. There was no point in painting a picture unrealistically full of sweetness and light, but not much point in stressing only the downside either. Students had to be aware of failures in social policies and relationships in order to build a better framework for the future.

Ironically, this stance led to the exclusion of a book which in all other aspects would have provided excellent resource material for teachers and high ability students. The major thrust of *Aboriginal Health and History: Power and Prejudice in Remote Australia* (Hunter 1993) is the need for a sustained program of health care for Aboriginal people in the far north of WA. It includes a first class introductory chapter detailing the history of Black/White relationships in the area, and traces the increasing incidence of mental and physical disorders to the breakdown of traditional values and cultural practices--just the point the Aboriginal Studies curriculum seeks to highlight. But the panel rejected the book on very practical grounds, "Think how you would feel," they suggested, "if you were the only Aboriginal kid in a room full of white fellas, and you had to read all this about sexually transmitted diseases and alcoholism in Aboriginal communities." Point taken.

2. Language

Problems related to the use of secret/ sacred words and images have been described above, but there are two other aspects of language use that caused problems for the panel. The first relates to the pervasive issue of diversity amongst Aboriginal communities. Jimmy Chi's musical *Bran Nue Dae* became the runaway hit of the 1990 Festival of Perth. Its bouncy, joyous rhythms, exuberant performance and storyline that spoke so closely to Aboriginal experience in WA brought a huge following in both the Aboriginal and non-Aboriginal communities. The script and score were subse-quently published (Chi 1991), a cassette of songs and a video on the making of the musical were released, and the company embarked on a triumphal national tour. In many respects, each of these products fits well within the ambit of Aboriginal Studies. The text realistically reflects Aboriginal lifestyles and the effects of government policies on Aboriginal people; the video and audio cassettes present Aboriginal performers operating with technical expertise, style and panache; the libretto accurately reflects Aboriginal speech patterns; but it includes language that may be unacceptable in many schools. Like James Moloney's young adult novels, it gives Aboriginal characters dialogue that would cause raised eyebrows in less freewheeling communities. The panel had no hesitation in recommending its inclusion, but added that the plentiful use of obscene language may be offensive to many people.

Language problems of a different kind attend the use of Aboriginal English, a Kriol version used widely as a first language in many Aboriginal communities. It has its own grammar, vocabulary and sound system, and has recently been approved for use as a first language in schools where this is appropriate. English will be introduced as a second language when children at these schools have gained confidence and are ready to move on (*The West Australian* 11.3.95). The problem for many panel members is that written Aboriginal English simply looks like incorrect grammar and spelling to those unfamiliar with it. One member explained, "Our kids have a hard enough time learning to spell properly. They don't need to see bad models of writing as well." By and large, the panel rejected books featuring texts in Aboriginal English, but retained some examples where other attributes outweighed the difficulty this presented.

3. Aboriginal authorship

In all instances, the panel favoured Aboriginal authors and illustrators over non-indigenous ones. This does not mean, however, that no non-indigenous authors feature on the recommended list. Where no Aboriginal author had produced a book on a needed topic, the best available work from any source has been in-cluded. The panel was pragmatic in its approach; the list is intended as an aid to teachers and students learning about Aboriginal traditions and culture. Any material that would promote such learning was considered. It was to counter experiences like the one related by Wayne Coolwell that the Aboriginal Studies Project was initiated:

> I went to school in the sixties and the simple fact was that Aboriginal history and culture were not taught. My only connection with Aboriginal culture at school was some old black fella coming in with a boomerang and throwing it around the schoolyard. There were only five or six Aboriginal children in my school ... Aboriginal people have always felt, "Oooh gee, ya know ... Don't talk about Aboriginal culture." (Moloney and Coolwell 1994, p105)

The Aboriginal Studies Project team has worked actively to turn around that perception. By providing accurate, authentic and well-written resource materials, members have sought to restore a pride in being Aboriginal and an understanding of the great traditions and culture of which Aboriginal school students are now the heirs. For the good of the community, Aboriginal and non-Aboriginal alike, it is imperative that all Australians gain a greater understanding of Aboriginal heritage and history. As a starting point, the team has sought to influence the teachers and librarians in a position to promote it, and to give them the tools with which to do it.

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Immigrants and Immigration in Israeli Children's Literature

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Introduction

Israel is known as a typical immigration country, to which millions of people, mainly Jews, have immigrated throughout the last one hundred thirty years. The various problems encountered by immigrants in a new country, regardless of its geographical location, have been documented in detail by sociologists and anthropologists as well as by writers of novels and children's books. Inevitable, there are considerable social, economical, cultural, and sometimes religious differences between the immigrants and veteran residents, and much of the new-comer's resources are devoted to overcoming these difficulties. However, despite its importance, apparently this topic has not been thoroughly treated by scholars of children's literature, using the method of content analysis.

Background

Admittedly, a negative attitude towards new-comers is probably a natural human reaction, especially if the latter differ in color, culture, customs and life habits. The incoming stranger is perceived as a threat to the existing society, its cohesion, values and hierarchy. When these differences couple with fears of competition over jobs, housing etc., the negative attitude, intensifies, and may lead to alienation, derision, rejection, and sometimes even to aggression and violence (17). However, in the special case of Israel certain unique factors were supposed to counter these natural human emotions. Many Israelis view the last century's immigration to the Holy Land not merely as a migration of people, but as the fulfillment of an ancient ***biblical*** prophecy, a crucial step towards the ultimate redemption. Thus, the successful absorption of immigrants in the Holy Land is also considered a religious duty. Moreover, besieged and surrounded for almost half a century by hostile and belligerent states with more than twenty- fold population, the existing population regard every new-comer as strengthening the national security, especially if possessing high academic or professional knowledge.

The immigration waves, like the wars, are considered the most important social, political and economical turning points in the history of Israel, becoming milestones in the collective memory. The biggest waves came during the first decade following statehood, when an existing population of six hundred thousand had to absorb **one million immigrants**, seven hundred thousand of which came within only four years. Immigrants absorption often involved economical, sociological and psychological problems, resulting of mentality and culture gaps, and the tensions between veterans and new-comers' entered Israeli folklore, and sometimes lead to friction, alienation and social polarization. (12)

Historians have detected such frictions as early as the end of the 19th century, continuing onward with each new immigration wave, including the so-called "fifth wave" of German Jews, escaping Nazi Germany in the 1930s. They were accused of segregation, arrogance, and reluctance to adapt the new Hebrew culture, provoking a similar reaction from the existing East-European-originated population. The huge immigrants waves following statehood exposed the discrepancy between the official government policy which considered immigration the most important national task, and the indifference of most people. Ben-Gurion himself later complained that this unparalleled immigration was accompanied by a big failure although everybody sincerely favored the "Ingathering of the Exiles", only few exhibited brotherhood towards the new-comers. In the course of the mass immigration those responsible for their absorption developed negative stereotypes and a patronizing attitude, considering the new-comers inferior in culture and otherwise, and urgently needing to discard their former tradition and customs, and adapt the surrounding culture. Ignoring immigrants different sociological and cultural background, the absorbers decided to determine their new value system and to reeducate them. The worst

psychological problem for immigrants from Moslem countries was the disintegration of the traditional patriarchal-family framework, and the confrontation with modern competitive reality. (14)

Literature Review

Previous studies have investigated the question what are the images of certain minorities or sectors of society, as reflected in children's literature. Thus, several studies explored the image of the American Indians (1) and Mexican Americans (3) in American children's literature, others probed Negro stereotypes (10) and the reflections of Jewish culture. (5) Still others studied the reflected images of women, girls, fathers, sexism and sexual bias (19-20) as well as moral and ethical values. (13) Little attention has been directed to the **image of the immigrant**. Anderson (2) published a guide for librarians and teachers which list over 700 fiction books dealing with immigrants in the United States. Other books aim to serve the multicultural approach and are designed as handbooks for teachers or as a collection of resources for literature to be used in various school grades.

The few studies in Hebrew usually deal either with one or a few stories only. Zehavi (21) discussed differences between Israeli-born and immigrant children characters in the 1920's and 1930's as reflected in two then-published books.

Analyzing three short immigrant stories by Nurit Zarhi, Stein (18) pointed out that they reflect the new 1960's norms, which unlike those of the 1950's, emphasize the aesthetic function of literature, presenting an ambiguous plot, and an individualist hero who is preoccupied with his own personal world, struggling with universal existential problems.

Hovav analyzed a book by Yael Roseman (8) and another one by Herzelia Raz (9) and Hadas (7) discussed the image of the absorbers as reflected mainly in the same books.

Purpose of the Study

The purpose of the present study was to examine and analyze the content of **Israel** children's books dealing with immigrants and immigration and published in **different** periods since statehood, in order to determine the image of immigrants and immigration reflected in these books, and the realism of that image, thus revealing attitudes of children's books authors towards these topics, over a lengthy period of time.

Methodology

A survey of Hebrew children's literature in public and school libraries found more than thirty books, mostly published during the last twenty five years, in which immigrant problems were the central theme. The content and plots of these books were analyzed to enable comparison of the various descriptions regarding immigrant expectations, veterans' attitudes towards him, his reaction and the end of the plot.

Findings and Discussion

About one-half of these books were published during the 1980s, more than one-third (11) - in the 1990s and 16% (5) - in the 1970s. Since the books were taken from active libraries, in which old and worn books are discarded, the sample likely is biased towards newer books, and the proportion of such books published before 1980 may be higher. The fact that more than one-third were published during the recent half decade of the 1990s also testifies that immigration absorption is still a hot topic among authors of children's books.

While the following conclusions relate to all, or most, books studied due to space constraints, the examples and citations are limited, to a few representing books only, each written in a different year and describing different situations.

Only three books describe purely positive attitudes on the part of the settled-population (i.e. veterans), with no mention or hint of any negative emotions. Apparently, these books paint an idealistic picture, expressing wishes of their authors, depicting reality as they wanted it to be. The vast majority of the books (28), however, describe negative attitudes of the existing population towards the new-comers, such as: condescension, disrespect, contempt, arrogance, suspicion, social hostility, stigmatic outlook, prideful segregation, degradation, humiliation, etc. In fact, many veterans were sincerely willing to help the immigrants and ease their difficult process of

absorption in a new country. However, they were also convinced they knew best what was good for the new-comers, and thus wanted them to change and to adopt the local culture and customs, strange and alien as they might seem.

Sami Michael's book *Tin Huts and Dreams* exemplifies many of these attitudes and their effect on the immigrants children. Shimon lives with his parents, immigrants from Iraq, in the "maabara", a temporary settlement of tents and tin-huts, dozens of which were hastily erected all over the country, during the aforementioned years (1948-51) of mass immigration. (12) Its inhabitants complain: "They have thrown us into tents and tin-huts full with mice and cockroaches and say this is the Promised Land..." Seeing his mother digging futilely with a defective pick-axe, Shimon recalls with yearning and nostalgia past days when his wealthy family celebrated holydays in joy and comfort. "You are crazy" he screams at her, but she turns to him and quietly says: "If I sit all day in the tin-hut I'll go crazy. Your father is also afraid he'll go crazy. He is only fifty and already too old to be given a job. So he sits in the cafe, having no money to pay even for a cup of tea. What should I do?"

A Chicken for Atonement, written by Eli Amir, indicates that these traumatic experiences were not limited to immigrants living in cities and towns, but happened also to youngsters who were taken in the early 1950s from the "maabara" to get a "better" education in a Kibbutz. Culturally, the children were very different. The Kibbutz members did not conceal their contempt for the children's oriental celebration and the latter reacted by stubbornly clinging to each other and to their traditional customs. The kids themselves felt torn between two different and conflicting worlds: they had lost much of the connection to their family traditions and culture but still did not feel part of the local culture, like the kibbutz-born children. As in Michael's book, Nuri feels that the immigrants from Moslem countries are scorned by the "sabras" (native-Israelis), who consider them primitive and lacking culture. Thus, naturally, the kibbutz members feel superior, and try to reeducate the new-comers, and mould them to conform to kibbutz norms and become real kibbutzniks like themselves. (16)

Most books stress the stigmas and prejudices of the veterans towards the new-comers, being a frequent cause of friction and tension. When Shimon, Sami Michael's book hero, offers his service as a porter to a woman, she eyes him suspiciously and says: "You are from the "maabara, aren't you?", because for here maabara dwellers were merely a rabble of uncivilized refugees, of which one should beware. An old man hit the sidewalk with his cane, saying: "Somebody should teach them to behave like humans:, and "immediately two decent guys appeared, who politely rushed to save the poor woman from the insulting hoodlum. One of them grabbed Shimon's hands from behind and the other clutched his neck, asking the woman: "what did this bastard do to you?". The woman was not mean and she pitied the innocent boy, but being so upset he was unable to talk. Later, Shimon encounters a similar attitude when he returns a stolen carpet (not by him) and overhears a woman saying: "They have ruined the whole neighborhood ... thieves ... criminals ... nothing can be left outside unattended..." Her son disagrees with his mothers prejudice, but she does not listen to him. In fact, most stories include some positive veterans, who favor the immigrants, befriend them, and try to convince others that the new-comers are decent people and deserve better treatment.

Another scene illustrates the hurting suspicion and contempt towards the new-comers. Daabul, Shimon's friend, declares: "I'm going to leave your Israel!" "You are an idiot," says Shimon. "Yes, I'm really an idiot," laughed Daabul bitterly. "This morning I suddenly felt an urge to go into a bookstore and browse. The store-owner blocked the entrance with his arms, asking in a threatening tone what I want. I saw from his look that he was sure I had never held a book in my hands. So, I purposely told him in **English** that I wanted an **English** book for my horse here and left angrily."

Shimon tries to calm his friend: "It makes me angry too, but some day they will realize that we are not a bunch of noughts."

"Don't you understand," said Daabul, "They don't want us here ... and we are tired. Do you know why? Everywhere I have to convince people that I'm no cheater, no idler, no idiot, and this is the most difficult thing to do, to convince idiots that you are not an idio.t"

Even the government official responsible for the maabara is plagued with these biases: "Sergeant," he says to the policeman, "you are new here and are not familiar with people here. They do not lie purposely, but they are like children, naive and ignorant. They have wild

imagination, unable to distinguish between truth and fantasy."

Another common motive book is the feeling of shame and humiliation of parents and specially children, because of the steep decline in the father's job status of the father in the new land. The father held a dignified profession, and was widely respected, but here he was reduced to menial labor, which he never imagined before. Teachers too conveyed the message that such parents are a source of shame, resulting in a significant weakening of parental authority, which enabled external negative elements to drag youngsters into the world of crime and delinquency, a known sociological problem.

The painful and negative experiences encountered by the immigrants naturally lead to great disappointment. They harbored high expectations, of coming to the promised homeland, but eventually realized that they have to live a long time in a temporary maabara, in poor physical conditions, in tents and tin- huts.

Understandably, aimed at children as target-population, most books ana-lyzed do not elaborate parents' jobs, their feelings, sufferings and problems, but rather detail the emotional problems and sufferings of **children** in adjusting to a new country and society. Rather, most books emphasize the deep disappointment of the children following the cold and unfriendly welcome of their classmates. Expectedly, they respond by longing for their former country, where they enjoyed respect, status, friends, and wealth, although they know returning is not a realistic option. Consequently, some sank into despair, regretting their coming to the land. Dudik, the boy immigrating from Romania in 1950 in *To Be Like Everyone*, by Moshe Granot and Marusia, the girl arriving from Russia in the 1980s in *Marusia, Marusia*, by Ze'ev Vardi despair in a moment of weakness and resign themselves to the current situation and to remaining outsiders forever.

Most books describe the educational staff as combating against the alienation and negative attitudes, at school and outside. Many plots include a similar scene: the principal and/or teacher enters the classroom, tells the pupils about the new-comer and asks them to be nice to him and help him. This description is a realistic one, but admittedly there was probably a considerable discrepancy between the educational-national messages transmitted by leaders and educators, concerning the importance of immigration to the country, and the daily encounter of the veteran population and the new-comer. (17) In most plots the children, or at least some of them, did not comply, but rather mock and laugh at the new pupil and disclude him from their games. Nuri, in Eli Amir's book, says: "You, veterans, have built the country for us. We love you and admire what you have done here, but I must tell you... that in one thing you have failed, your **children** don't know how to welcome new- comers. They patronize, degrade and insult. Interestingly, many authors chose to set the plot in a kibbutz, where in reality many immigrant youth groups were sent by the authorities for a combined program of education and work. The reasoning was that the process of acculturation and reeducation would be easier in an egalitarian society, whose members are educated and highly motivated, as far as national missions are concerned. The kibbutz society was thus chosen as a melting-pot, which would mould the young immigrants into the desired model of the new Israeli. (16) This was somewhat successful, but too often at the expense of abandoning generations- long traditions, customs and family ties.

At first glance it is a bit surprising to realize from these stories, rooted in reality, that the negative attitude towards immigrants prevailed not only among city and town children, but also among kibbutz ones, whose education emphasized equality, brotherhood and friendship, and whose members were considered, from certain aspects as the country elite, holding high positions. The explanation is probably that a child is a child, whether in a town or in a kibbutz, and the feelings of superiority, emanating from their parents, contributed too.

Similar complaints, not unrealistic, could be referred also against non-kibbutz children, whether in rural settlement (moshav) or in town. The "moshav" children in Granot's book do not accept Dudik, the young immigrant from Romania, to their group and he suffers social segregation. Likewise, the "moshav" children in Yitzhak Noy's book *The Hill of Black Irises* object to the North-African immigrants building their homes in the adjacent hill, because the lively irises will disappear... In fact, some of the adults at this moshav also look down at the new-comers, claiming they are dirty, primitive and lazy.

Many studies and media reports confirmed difficulties of adjustment and feelings of alienation and isolation prevailing among immigrants' children. A recent study found that about

two-thirds manifested signs of distress, typical to cultural shock following immigration. They spoke about longing for their former country, complaining about social segregation and reduced efforts in school. Indeed, some of the obstacles confronting these children in the educational system are almost inevitable. The need to learn a new language, the cultural shock and the painful process of adjustment of the whole family adversely affect successful integration at school. Such a child, unable to understand and follow classroom lessons, is ashamed to talk and becomes an ignored object in class. Succeeding in such circumstances, requires not only talent, but also a strong will power and much willingness to invest in learning, and ultimately many do succeed. (11)

In most books the plot reaches a stereotypical happy ending when eventually, sometimes following a certain event which breaks the barriers between the new-comer and his classmates, they apologize for being so nasty and accept her or him as an equal peer. Marusia, in Vardi's book *Marusia, Marusia*, differs from her brother, Volodia, who easily adjusted to the surrounding due to his almost complete command of Hebrew and his outstanding ability in playing football, thus immediately becoming everyone's friend. Marusia's period of adjustment was long and painful. Only the friendship with Dina from the very first day, helps her overcome the teasing of some classmates, although others are friendly. More than once she returns from school angry and desperate, declaring she would never go back to that awful class. The turning point comes one morning when a shy black-skinned Ethiopian boy is introduced by the teacher to the class and nobody volunteers to sit next to him, except Marusia, who becomes his main tutor and helper. Marusia's position in her class greatly improves from then on, most of her classmates become real friends, and one day the whole class goes enthusiastically to the airport to welcome a large group of Russian immigrants. Similarly, Michael's book ends with the mother saying proudly: "All gates have been opened," and Nuri, in Amir's book gratefully hears Dulek, the kibbutznik, complementing the group of immigrant boys who came to learn and work in the kibbutz.

Conclusions

1. The children described in these books immigrated to Israel from different countries around the globe: the United States, Britain, France, Russia, Germany, Iraq, North-Africa, Ethiopia and Argentina. Assuming that most authors describe true personal experiences, testifying to events they or others in their proximity have undergone, (15) one may conclude that the common view attributing the negative attitudes to the afro- Asian origin and hence different color of the immigrants, is not entirely correct, since also western and East-European originated immigrants encountered similar negative attitudes, probably due to the differences in culture, customs and mentality.
2. The negative attitude towards immigrants was not limited to any specific period but characterized almost all periods of immigration to Israel, even the British Mandate period, long before the establishment of the Jewish State.
3. A content analysis suggests that in daily reality all these factors interact, and it was not easy to practice in reality the officially-preached positive attitude towards the immigrants. Hence the ambivalent feelings prevailing in life and described truthfully in the literature. This conflict between ideology and actual feelings is expressed in the common saying: "Israelis like immigration, but like the immigrants less...".
4. It is worth noting that all books analyzed in the present study include an educational message, sometimes implicit, that the negative attitudes towards immigrants stem from biases and prejudice, and are wrong, immoral, unfair and unjustified. Each individual should be treated only according to his deeds and behavior, rather than his color of origin.
5. Those immigrants who remained steadfast, struggling bravely against the unpleasant environment and conditions, finally overcame the obstacles and were successfully absorbed in the new country.

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All Alone and Lost in Cyberspace: Closing the Gap Between the Local Village and the Global Village Through Teaching Namibian Children Information Skills and Technology

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As most of the world progresses towards the 21st century, a large sector of the Namibian community struggles with coping with the 20th century. This paper discusses the vision of educators concerned with school libraries in Namibia to educate the youth of the country to feel at home in a global information society. It is envisaged that these children will act as guides and will take their parents and teachers with them into the "hi-tech" world of the 21st century.

Introduction

The government of Namibia has a vision of creating an education system that would produce confident Namibians, fluent in the national language, able to convert information into practical knowledge, thus upgrading the quality of their day to day existence, not to mention finding employment, which remains a major problem in the country.

This paper discusses a new module added to the Basic Information Science Syllabus (now compulsory in Namibian schools), which aims to link the local village to the global village and produce information literate Namibians.

Background

The gap between the local village in Namibia and the so-called "global village" is quite awesome. The Republic of Namibia is a vast country of 824.00 square kilometers and is the 12th largest country in Africa, with dazzling extremes as far as the climate and landscape are concerned.

The northern part of the country is fortunate enough to border on two great rivers, the Kunene and the Kavango, the only perennial rivers in Namibia. These regions are subtropical, while the rest of the country ranges from semiarid to arid zones.

The majority, 60% (African Development Bank: 1995), of the Namibian population of 1.4 million people, lives in the Northern regions and is part of the two-thirds of the total population who live in rural communities.

With a population density of approximately 1.7 persons per square kilometer, large areas of the country are not populated. Distances between towns are great and only the main routes are tarred. The rail link does not extend to the extreme corners of the country and there is one international airport. The only developed harbor, Walvis Bay, belonged to South Africa until quite recently. A very weak infrastructure regarding postal services, police stations, banking facilities, electricity supply and telecommunications exist in most outlying regions.

The contrast in the development of the different regions is just as extreme. This is the result of a complex preindependence governing system modelled on the apartheid policies of South Africa, which divided the country into eleven ethnic regions. This led to an uneven distribution of resources, most funds being channelled to the areas where the majority of the white population lived. Decentralization as applied through the ethnic authorities did not work at all in Namibia, as it was open to mismanagement and corruption. Of the meager resources that were allocated to the regions, very little reached those for whom it was intended. The long drawn out liberation war was concentrated along the Northern border of the country, resulting in further underdevelopment of this region. Today the government of Namibia finds itself in the unenviable position of trying to eradicate years of neglect and stunted development through the allocation of the necessary resources and services.

The Educational System in Namibia with Particular Reference to School Library Services

For obvious reasons, the educational system is quite imbalanced. Before independence in 1990, the so-called previous "white" schools, numbering 66 (Totemeyer 1990:51), had privileged access to financial resources. The teacher/student ratio (1:25), was very favorable and schools did not lack facilities or equipment. Most schools had a well stocked media center with more than adequate staffing. (Above statements are used in the past tense because since independence, sadly, services in these schools, now open to all races, have deteriorated because resources have to be relocated). In contrast to this situation, facilities in the 1093 schools (Totemeyer 1990:5a) in the other ethnic regions, lacked even such basics as classrooms. In some instances underqualified teachers taught classes of sixty pupils or more, under a tree. The Namibian soil and a branch from the ever-present thorntree served as basic writing aids.

As far as school library services go, the majority of the Namibian students were seldom exposed to any kind of information source, except perhaps a textbook which, in many cases was outdated and unsuitable. Missionaries brought the Bible to villages and to this day this remains the main printed source in many communities.

Five Years of Independence

The first five years of independence have brought some far reaching changes in the educational system of the country. English has been adopted as the only official language and the South African based educational system is being phased out in favor of the International General Certificate of Secondary Education (IGCSE) with examinations being controlled and accredited by the University of Cambridge Local Examinations Syndicate (UCLES). The adoption of English as a medium of teaching throughout the country has posed a major problem for many teachers and students, as English is a second language or even a third or fourth language for the majority of Namibians.

The new educational system is resource-based and relies heavily on the availability of relevant information sources. At a recent seminar in Namibia with the theme "The role of libraries and information services in Education", the Minister of Basic Education and Culture (MBEC), in his opening speech, stated that the new system demands "teachers who are reflective and who have inquiring and analytical minds" to be able to produce students who are "scientific inquirers, critical thinkers, systematic problem solvers, and value-based decision makers".

This is quite a tall order, given the reality of the Namibian situation, especially as regards the availability of information sources and lack of information skills with respect to both teachers and students.

Contrasting Information Literacy Patterns of Namibian Students

There is a marked contrast between the information skills of students living in the urban environment and those living in the rural areas.

A typical example of an advantaged student in an urban environment is that of a Windhoek or Swakopmund primary school pupil (mostly belonging to an affluent minority group and fairly bi- or trilingual), who has a regular information skills time slot in the school timetable, during which Basic Information Science is taught. Well-equipped media centers are found in both centers and in some cases includes computers and a CD-ROM database. There is ample time in the afternoon for visits to the media center and other information services to do assignments. Integration of the school curriculum with resources in the media center comes easily. At home the pupil is exposed to at least five television channels. (This is a very recent development after having had just one official channel for years). A lot of homes have a personal computer, fax machine and a cellular phone. As far as radio is concerned, apart from the various language services, private radio stations are becoming very popular.

On the other hand, a pupil in a village school in the Okavango region, has little chance of being taught the subject Basic Information Science (BIS), which, according to new education policy, is a compulsory subject. Head teachers are faced with a shortage of trained teachers and look upon examination subjects as first priority on the timetable. The result is that teachers who specialized in subject areas other than examination subjects seldom get the chance to teach their own specialization. The University of Namibia, Department of Information Studies, has trained

more than a hundred teacher librarians in the past five years of which only about 10% are utilized as teacher librarians. There is also a lack of appreciation concerning the value of acquiring information skills, as most people in the rural areas have to make do without public information services and have seldom used these. Outdated teaching methods, centered on rote learning and a teacher/ textbook-centered orientation, are firmly entrenched.

The fact that a distressingly small number of schools have a book collection of some sort, aggravates the situation. Totemeyer (1994:6) states that there are less than 200 schools in the country with a book collection of some sort. When pupils in most of the outlying areas of Namibia leave secondary schools to start tertiary training, many of them set foot in a library for the first time and are unable to use information services. When confronted with information technology they are completely lost. It is a familiar sight to see Namibians in front of an automatic teller machine (cashpoint), trying to help each other to operate the machine.

The Basic Information Science Syllabus

Since 1990 a curriculum committee appointed by the MBEC, has been busy preparing a new syllabus which replaces the previously used Book Education syllabus inherited from South Africa. Whereas Book Education was based on teaching children to use traditional libraries and sources, the new syllabus is geared towards the Namibian situation.

The following sources of information are studied in the BIS syllabus:

People, the environment, textbooks, religious books, electronic mass media, newspapers, periodicals, pamphlets/cuttings, fiction, non-fiction, reference books and audiovisual/electronic media.

The first four of these were specifically included for those schools and communities where people, the environment, textbooks and religious books are still the only information sources available. It is also designed to create an awareness of alternative information sources in those users who are in a more privileged position as far as information services are concerned.

The rest of the fifteen modules covers the following themes:

Library orientation, the history of recording and a new module, the world of information.

The BIS syllabus enables teachers in schools that do not have an adequate information service to also teach basic information skills adapted to their own unique situation. It would be absolutely nonsensical to wait for better facilities before starting to equip children with information skills.

A further facet to BIS is that "information generation" plays a major role in the skills taught to pupils.

Each module has a component which makes it possible for pupils to generate their own information, in various formats. (Pamphlets, posters, multimedia projects etc.) These homemade sources can selectively be stored in information services to enhance collections.

The two modules highlighting the environment and people as sources of information, even in the remotest, most desolate part of the country, have been received and implemented with great success.

The natural environment, the village, the town or city, as well as historical and/or cultural sites offer primary information and should be the starting point of any information-seeking exercise. Friends, teachers, leaders and elders, as well as experts in the community, have a wealth of practical knowledge and experience which should be tapped.

Skills taught in these modules include:

* being alert
* observation
* interpretation
* describing observations
* making enquiries
* appropriate communication techniques
* attentive listening
* formulation of questions
* taking notes
* presenting information

The above modules represent the one end of the spectrum as far as information seeking and usage are concerned, namely using what is naturally available. There is yet another perspective that was not addressed in the Book Education syllabus, which is increasingly becoming pertinent. An information revolution is upon Namibians and developments in the past two years in the area of telecommunications and electronic media are overwhelming given the situation at independence only five years ago. Not only did Windhoek and surrounding areas recently receive a cellular telephone network, but more and more exchanges countrywide are being automated and satellite dishes are a familiar sight even in the far north.

Private companies have been using sophisticated information technology for a considerable time.

At the new campus of the University of Namibia (UNAM), students are confronted with some form of information technology in most courses. Computer literacy forms part of the curriculum for quite a few departments. (Curriculum planners at the University would like to see computer literacy as a compulsory part of the new core curriculum, but are hampered because of the lack of adequate facilities and equipment.) Offices are linked to the central computer network with e-mail and on-line access to databases available in the library. Upon arrival students, especially those from the remote regions, find the situation quite overwhelming. However, it is really inspiring to see them eagerly learning new skills and gradually feeling at home in the university community. The Namibian information revolution is spreading fast to other tertiary institutions and government agencies all over the country.

An additional module in the BIS syllabus called "The world of information", has been suggested as being essential to equip Namibian children from primary school level, to become information literate.

At first some resistance was offered by teachers and subject advisors who seemed to want to concentrate only on library skills in the traditional sense. They felt that the concepts related to the information phenomenon, the information society and information technology, were too complex for school children, especially at the primary level. The acute shortage of traditional information sources (books, journals, etc.) and even bare necessities such as electricity in some parts of the country seemed to indicate that such a module would be premature.

However, since this module was suggested in 1994, teachers have seen the information age unfolding and primary school children are taking adults by the hand to lead them into the world of information.

The Teaching Module: "The World of Information" (Appendix 1)

The primary school committee felt strongly that this module should be taught last in their syllabus as module 15. The rationale behind this was that only after children were introduced to all kinds of traditional information sources would it be appropriate to consolidate the pupil's knowledge by introducing them to the wider world of information. The curriculum group working on the secondary syllabus felt, however, that this module should be the starting point.

Be that as it may, learning contents of the module, adaptable according to the level of the pupils, are as follows:

* an understanding of all concepts regarding information and information technology;
* being introduced and able to use the full spectrum of available information sources and information technology as part of an integrated approach to information;
* an appreciation of the value of information in the context of the information age as a necessity to develop intellectually, socially, politically and economically and to make informed decisions;
* experiencing information as a power to change their perception of themselves as well as the world around them.

Themes included in this module are:

* The nature of information;
* Where to find information in any circumstance and at any time;
* Uses of information.

The syllabus has been provided with a variety of suggestions and methodologies to apply the themes practically.

Practical Case Study

There has been a mixed reception by teachers concerning this module. It was quite evident that they themselves felt uneasy with the concept of information as an object of study. Many are ill-at-ease with information technology. However, some very inspiring results have been reported. At a primary school in Windhoek, a very enterprising young teacher librarian, Ms. Isabel Goosen, tackled the module with her pupils from grades 3 to 7. By dramatizing stories about a person not taking notice of road signs, thus having an accident; or a cook who does not read the instructions on a box of cake mix, and bakes a horrendous cake; and about a mother disregarding the leaflet included in a box of pills and makes her young patient worse instead of better, younger grades were introduced to the concept that information is ever present and should be taken notice of.

The youngsters had a good time dramatizing their own lifelike situations e.g. a sign which is often seen in Namibia near some watertaps- "Water not fit for human consumption" being disregarded by the one pupil with dire consequences!

Other examples thought up by these youngster were taking notice of medic alert bracelets and how to use public telephones by reading the instructions. One group made a cardboard automatic teller machine (cash point) complete with a person punching away at the keys totally oblivious of the instructions, thus losing his card to the machine.

Grade 5 had to research a commodity in their homes like toys or appliances and establish where it was manufactured. They then presented their information in a graph form and had to ponder on the significance of their findings i.e. the relation of quality and price to country of origin?

The higher grades (6/7), were given themes like "Awareness of the environment" or "public Health". They had to critically analyze labels on products to establish whether products that they bought were in fact environmentally friendly or included unhealthy substances. Pupils reported back on a variety of labelling leading to a lively discussion about forming pressure groups to fight artificial flavoring in foods, to make sure if a product is really "dolphin friendly", etc.

The situation at the school, as far as a school library or media center was concerned, was less than ideal when Ms. Goosen arrived there. She started a fund-raising campaign and her pupils participated in the annual reading marathon, organized by the Namibian Children's Book Forum. Money collected through this was used to enlarge her storeroom/classroom space, put in a new carpet, shelving and cupboards. Her most exciting acquisition is a computer with a printer and CD-ROM. Her pupils love searching for information, being so fast on the uptake that she now learns from them.

The teachers at the school are also discovering the value of CD-ROM searches. A music lesson was transformed into a musical trip around the world with the help of the multimedia CD-ROM music database. Another application was overcoming the language problem of both teachers and pupils with the "Bookshelf" database where the spelling and pronunciation of difficult words are seen and heard.

Constraints Influencing the Success of Teaching the Module

The very first stumbling block which would have to be overcome, is that of the attitude of teachers and educators towards information and information technology. The value of information must be illustrated in a practical and proactive way.

The situation at the Suiderhof Primary School where Ms. Goosen teaches could have been very different. When she arrived three years ago she was initially not allowed to take part in the readathon. Her enthusiasm and exciting ideas such as a fancy dress competition, using favorite characters from the books pupils were to read in the readathon, persuaded the head teacher to make it an annual event. Initially she also had to teach some other subjects. All this have changed and she now only teaches BIS and have one day set aside to do administrative tasks in the library. She still has to do sport in the afternoons but a competent pupil library "brigade" manages the school library in the afternoons.

Constraint number two is the reality of the situation that the type of service needed to bring all modules of the BIS into play, is just not feasible for the country in the short term, and might never be possible. The Namibian population growth is set to double within the next thirty years. The number of schools are increasing rapidly. Library and information services at these schools are no where near catching up on the historical backlog and services for new schools are few and far between.

Possible Solutions to Alleviate Constraints

The new Namibian education system can serve as a powerful lever, in that school library services managers could use this to stress that the success of the new IGCSE programs are very much dependant on well-equipped modern, media centers being accessible to all pupils in the country and that teaching of a BIS syllabus, which is not only relevant to the situation in the country, but also takes notice of global trends concerning information and information technology, is crucial to support the ideal of a resource based approach.

The recently developed network of "Teacher Resource Centers" across the country can be used in part to solve the problem. These centers are established in all parts of the country and plans for the further development of mobile units are well advanced. Information collections in these centers are computerized. CD-ROM could be acquired for each center, as well as examples of information technology components which teachers would need to illustrate facets of the module. When the mobile units are in operation, information technology should form an integral part of what is taken to the remote areas. The book box concept could be expanded to include practical examples of information technology.

The University of Namibia library has been appointed as a partner in an exciting "African Development Bank" (ADB) project called the "Human Resources Development Project", which envisages a so-called Information and Instructional Resource Center (IIRC), accommodating existing and new instructional materials with the emphasis on textbooks, instructional manuals and modules and applied research publications. The project also includes a training component which will address the strategy of management and utilization of IIRC resources and the instructional and information technology system it provides, through the training of trainers and users (African Development Bank:1995). The various target groups of users of such a facility places a high priority on teachers, especially in the rural areas. Eventually the benefits they derive from being exposed to the resources in the IIRC in Windhoek through sophisticated information technology in their immediate vicinity, will filter through to the pupils they teach in schools, thus drawing both teachers and pupils into the global information society.

The BIS syllabus forms an integral part of the training of school librarians at the University of Namibia. Second year students are now also trained in database development, and part of their practical sessions every week are spent on hands-on data input.

In the rural areas of the country there are agencies busy setting up teaching aid programs which will combine telecommunications and satellite technology. A private company working in conjunction with a European donor agency, has set up a pilot project in one of the most deprived areas of Namibia, the Rundu region in the far north. They foresee a television/computer linkage to a regional education center for all schools in the region by the end of 1995.

Conclusion

Neill (1985:61) argues for a dual purpose educators should consider when planning syllabi to teach pupils information skills. In an age of what she calls "information overload" she stresses the need for basic community information centers to sort out the information needed for everyday activities of life.

On the other hand, the child of the nineties needs to be armed with skills to ward off the "bombardment of bits and bytes" and to make sense of a world clouded by "disconnected data".

Dianne Lewis (1994:2) puts it differently, "In embracing the concept of the information superhighway, schools need to be sure that they do not get stuck on an on ramp to nowhere."

The essence and maybe the uniqueness of the BIS syllabus is that it makes it possible for pupils in extremely information-deprived areas to be taught information skills using what is available locally, but, on the other hand, the new module in BIS provides the opportunity to bring them into the fast growing Namibian information society. By creating an awareness of the

information phenomenon and familiarity for information technology, they will no longer be left all alone and lost in cyberspace, but will be able to bridge the gap between local villages and the global village.

Appendix 1

THEME		LEARNING AIMS THE WORLD OF INFORMATION Pupils will...		BASIC COMPETENCIES Pupils will be able to:
The nature of information	*	discover the meaning of information concepts such as: DATA KNOWLEDGE COMMUNICATION MESSAGES MEDIUM OR RECORD DATA BASE ON LINE MICROFORMS MAGNETIC TAPES/DISKS COMPACT DISKS	*	understand the various concepts regarding information; * relate information concepts to the daily use of information where
to find information	*	develop a positive attitude to the use of various information sources on a day to day basis;	*	gather information from a comprehensive range of information sources; * understand that information sources must be used as an integrated whole in order to find all available information for specific topic.
	*	recognize various information sources;		
	*	appreciate the importance of using as many information sources as possible.		
Uses of information	*	discover the value of information in order to develop intellectually, socially, politically and economically and to make informed decisions;	*	be able to handle the vast amount of information that should be available to them; * recognize the usefulness of information in their daily lives, as well as in the context of studying, doing projects and research.
	*	experience information as a power to change their perception of themselves as well as the world around them.		

SUGGESTIONS FOR LESSONS/METHODOLOGIES: MODULE 1.

The world of information.

Select some of these ideas, add your own and adjust the level according to the needs of your pupils and facilities available in your vicinity.

1. Pupils gather data on given themes, which could be chosen in collaboration with subject teachers. By preparing a presentation either orally or in written form they practice converting raw data into meaningful information and eventually knowledge. The difference between concepts such as data, information and knowledge can thus be demonstrated.

2. To understand concepts such as "database" and "on-line", pupils get the assignment to

   a) Become familiar with databases used in the school to manage marks and report cards.
   b) Visit agencies using computerized databases e.g. banks and travel agents.
   c) Visit a computerized library in the vicinity and do information searches.

3. Examples of microforms, magnetic tapes/disks and CD disks are demonstrated in class by pupils and/or teachers.

4. Visits to information services in the vicinity that makes use of various forms of information technology i.e. Namibian Broadcasting Corporation.

5. In cooperation with a subject teacher, different groups of pupils get different assignments using as many information formats as possible ranging from printed sources to magnetic tapes and CD disks.

6. Pupils establish the unique information needs of different groups of people, e.g. farmers, students, teachers, parents, consumers, unemployed persons, workers, businessmen, journalists, researchers, doctors and suggest possible information sources to satisfy these needs. This exercise will demonstrate the importance of the utilization of information to solve a variety or problems.

The above suggestions should provide opportunities to practice and reinforce the basic skills of observation, interpretation, description, note-taking and presentation which is fundamental throughout this syllabus.

Dickens and Children's Literature

by
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This paper explores two articles, in which Dickens constructs an adult identity through his childhood reading, "A Christmas Tree" (1850) and "Nurse's Stories" (1860), and engages with the identity of the child in his work for children, *A Child's History of England* (1851-3). In these, he outlines what he considers appropriate reading and learning for children for the maintenance of "the imaginative faculty" of the mind (Letters, VI, 164). The publishers of children's literature of the day, whom he lists in a letter to Angela Burdett-Coutts in 1850, produce "charming" volumes. His own work for children is "romantic and attractive," "presenting the truth in an agreeable and winning form" (Letters, VII, 1-2). In this appeal to "fancy", Dickens' texts might be read as challenging the utilitarian notion of childhood education promoted in private and charity schools of the period, and satirized in *Hard Times* (see Craig, 20-24; Best, 169-90). Yet his understanding of childhood reveals a shift from a sense of its Romantic innocence to a more complex concern for the psychological ambiguities of the child's mind (Coveney, 122, 193). Both his fiction and his vision of the child's world are shot through with violence; they are worlds of enchantment and horror.

"A Christmas Tree" appeared in Household Words in December 1850. The tree Dickens describes is a symbol of his imaginative play and learning from earliest infancy to youthful adolescence. It stands upside down, as it were, growing downwards because the smallest child is closest to Heaven (and the angel at the top) and the earliest memories are, for Dickens, at once the foundation of growth and the highest value of human and spiritual innocence.

"A Christmas Tree" identifies his earliest reading through a series of texts located at different ages of development. He begins with alphabets, "Jack and the Beanstalk" (already introducing a strand of comic book violence), "Little Red Riding Hood" ("She was my first love."), Robin Hood, Valentine, the Yellow Dwarf, *Mother Bunch's Wonders* (a collection of nursery stories), and the *Arabian Nights*. This latter establishes a sense of wonderment at the world; the innocent child transforms the world around him, "Oh, now all common things become uncommon and enchanted to me" (Thomas, 131). Next are the more complex comic romances of the eighteenth-century, *Robinson Crusoe, The Adventures of Philip Quarll*, and *The History of Sandford and Merton*. He also recalls the Bible stories (the Nativity, Christ's miracles, and the Crucifixion). Finally, he describes Christmas itself: a release from more "adult" books of schooling: a moment, even for the adolescent, of refocussing on childhood and the family. The Latin classics are replaced by the family gathering to tell ghost stories which produce "an agreeable creeping up the back".

A decade later, in September 1860, Dickens reconstructed his view of childhood in a more ambiguous manner. A darker note is struck. In "Nurse's Stories", All the Year Round, Dickens is drawn back involuntarily to think upon the horrors of childhood reading; what had been "a fascination which I do not care to resist" (Thomas, 127), became a world which he was "forced to go back to at night, without at all wanting to go" (Thomas, 220). He recalls his guardian's tales of terror about which he dreamed, "I suspect we should find our nurse responsible for most of the dark corners we are forced to go back to, against our wills" (Thomas, 220-1). The opening list of reading (almost identical to that in *David Copperfield* (1849-50), ch. 4), comprises Defoe, Gil Blas, *Don Quixote, Tales of the Genii*, Southey's *Life of Nelson*, and Swift. More significantly, however, he recalls the oral stories of his nurse: the first, a violent tale ("an offshoot of the Blue Beard family"). This is the story of Captain Murderer, a man whose "warning name would seem to have awakened no general prejudice against him, for he was admitted into the best society and had immense wealth" (Thomas, 221). The captain lives to satisfy a blood-lust by marrying, murdering and eating his young brides. His courtship ritual involves ensuring that the bride can bake a good pie crust. Their wedding flowers he calls "Garnish for house-lamb". Once married, he produces a golden rolling pin and silver pie dish, has the wife bake an immense pie crust, and tells her that the meat filling is in the mirror. The "bride looked up at the glass, just in time to see the Captain cutting her head off; and he chopped her in pieces, and peppered her, and salted her, and put her in the pie, and sent it to the bakers, and ate it all, and picked the bones" (Thomas, 222). This grisly process

is repeated when he marries one of two sisters -- a fair one who loves him and a dark one who hates him. The dark girl watches the fate of her sister, then chooses to marry the captain plotting revenge. She is chopped up and eaten, too, but has taken a deadly poison which makes the captain swell, turn blue, come out in spots, scream, and finally explode.

Dickens remarks how this story haunted him and, though he pleaded with his nurse not to, she would repeatedly tell it. Dickens' retelling of the story, however, serves as an ironic vehicle for passing it on to his own young readers. The "fascination" of the macabre which he identifies as part of the character of his nurse, is also present in himself. Dickens assumed the role of the nurse. The nurse is called Mercy, "though she had none on me", and this is the name of the suffering and battered wife in Martin Chuzzlewit (Dickens' revenge perhaps!). The two articles, then, form a balanced reassessment of the influence of juvenile reading and story listening on the child and adult imagination. Dickens had divided his memories, and it is this split, this fault line, between the imaginary world of wonder and of horror, which characterize his writing for children.

A Child's History of England was published in Household Words between 25 January 1851 and 10 December 1853. The three-volume edition was published in 1851, 1853, and 1854 by Bradbury and Evans. Dickens dedicated it to the education of his own children. Hudson comments that it differed markedly from the "mild gentility" of the two popular children's histories of the day, Mrs. Markham's *History of England* and Lady Callcott's *Little Arthur's History of England*. As Dickens said in a letter to Marcus Stone, "I believe it to be true, though it may be sometimes not as genteel as History has a habit of being" (19 dec. 1853; Letters, VII, 229). Dickens used few sources -- the main was Thomas Keightley's *History of England* (1839) -- revealing how he sought to produce an imaginative rather than a prosaic rendering. Dickens turns history into carnival in order to subvert the Liberal sense of gradual civilization, presented in such contemporary works as Macauley's *History of England* (the first part appeared in 1849). The pageant of kings becomes a role call of violence and aristocratic ungentlemanliness -- not at all bourgeois or genteel.

Dickens' *A Child's History*, then, is at once an indictment of power abuse (much against children, and most within the family unit) and an intervention by a paternalistic author in the education of children. Violence signifies the breakdown of benevolent and morally guided familial relationships within the text (as in other of Dickens' novels), but it also occurs within the darker side of the imagination. Like the articles on children's reading, Dickens' fairy tale world hovers between a sense of wonderment and innocence and an acknowledgment of the grotesque and the violent as present in the child's mind. Violence is thus committed against children in actuality within the text, and presented by the author as a necessary part of the imaginative reading of children. Whilst he might accuse his nurse of having disturbed his childhood sleep with her tales of terror, nevertheless, this very terror plays a significant part in his own emotional development and is necessarily a part of his own fiction. He takes great delight in mimicking the merciless nurse Mercy himself. Since the child's imagination is beset by both innocent wonder and grotesque terror, the title of *A Child's History of England* can also be read ambiguously as a history for a child and a history by a child. Dickens' polemical, personal, seemingly uncomplicated, unscholarly, verging on the naive, deliberately willful account, imitates in its imaginative structures, style and tone, the reconstruction of childhood established in "A Christmas Tree" and "Nurse's Stories.".

Dickens' *History* is not so much about history as about family. Family relationships and cruel violence are frequently brought together in the text. The orphan is central here, as all kings are, by their very accession to the throne, paternal orphans. Many children are murdered in the book to make way for royal usurpers. The nurturing of violence within the family, through a series of political suppressions and silencings, does little to help children (who do grow up to succeed their fathers) avoid similar methods of rule.

Violence breeds violence and is central in Dickens' History. One reign after another is gained and held through brutality. In the period of Henry II, for instance, one Irish king has the heads of 300 prisoners cut off and then "coming to one which was the head of a man whom he had much disliked, grasped it by the hair and ears, and tore off the nose and lips with his teeth" (ch. 12). A mass suicide of Jews at York, under the oppressive rule of Richard I, leaves behind "heaps of greasy cinders, with here and there something like part of the blackened trunk of a burnt tree, but which had lately been a human creature..." (ch. 13). In Edward I's reign, Sir John Douglas "roasted the dead bodies of the slaughtered garrison in a great fire made of every movable within it; which dreadful cookery his men called the Douglas larder" (ch. 16) (an echo of Captain Murderer). In royal

families, individuals fare little better: Henry I blinds his brother, Robert, "done by putting a red-hot metal basin on his eyes" (ch. 10); Edward, one of the six boy-kings, dies on his stepmother's orders, stabbed in the back and dragged behind his frightened horse, it "dragging his smooth young face through ruts, and stones, and briars..." (ch. 4); King John murders his young nephew (ch. 14); Richard III, his young nephews (ch. 25); Henry VIII beheads his wives (chs. 27-8).

For Dickens, the family unit was the basis for social cohesion in a fragmenting world. The individual must operate within a moral structure learned through the family; society, deprived of the old master-servant order, relied upon the family order. Thus, Dickens finds social and personal threat united in interfamily violence; internecine husband-wife relationships (like Captain Murderer's), fratricide, and infanticide, all feature in *A Child's History*. These can be read as reflecting a discourse of family violence. The aberrant family member lacks responsibility towards the others in the family (as Dickens felt his father had failed him and his need for education during his employment in a Covent Garden factory). Such characters abound in Dickens' novels: bad mothers or mother-figures, such as Pip's sister, Mrs. Joe, in *Great Expectations* (1860-1), who, careless of the child, gives him bread which can harm rather than nourish: "...with her left hand she jammed the loaf hard and fast against her bib--where it sometimes got a pin into it, and sometimes a needle, which we afterwards got into our mouths" (ch. 2). Bad fathers, step-fathers, and guardians, like Mr. Murdstone or Fagin or Mr. Dombey; bad brothers, like Louisa Gradgrind's brother, Tom; husbands or partners, like Sikes or Bounderby; wives like Mrs. Blackpool; and, indeed, nurses -- all of these represent deviant and unnatural family members. Indeed, at one point in *A Child's History*, Dickens takes this further to note that the lack of "homes", the domain of the family, amongst the English at a time of social unrest, was the greatest threat to the common people: ashes of burnt towns and dreary wastes, were all that the traveller, fearful of the robbers who prowled about at all hours, would see in a long day's journey; and from sunrise until night, he would not come upon a home" (ch. 11). This sounds a note of warning to the State; government paternalism is to be preserved and cherished. The loss of this, whether through authoritarian and aristocratic abuse of power or the disorder of a people's uprising (both of which are seen in Dickens' historical novel, *A Tale of Two Cities* (1859) -- in which Carton sacrifices himself for the preservation of Lucieís family and the return of the husband and father, Darnay, and so redeems society), is one of Dickens' most persistent themes.

It is through the metamorphosis of history into fairy tale that Dickens intends to make the violence of the text acceptable. As in "Captain Murderer", such sequences of violence have an imaginative impact which is creative and productive rather than destructive and dangerous. Redemption is often found in sacrifice of the innocent. Dickensí fascination with the grotesque and macabre must be seen in this light; imbued with the innocent vision of the child, it becomes an acceptable if disturbing part of the child's mind. Within the text, those who lose the innocence of the child are corrupt and evil in his moral scheme, and commit terrible acts of brutality; they serve themselves rather than the people. Alfred the Great is the model king, a teacher. Like him, the reader must ëresolve, when we see any of our fellow creatures left in ignorance, that we will do our best, while life is in us, to have them taught...í (ch. 3). There is a link here to the child-victim, Jo, the crossing sweeper in Bleak House (1853-4), whose kind are "dying thus around us every day" (ch. 47), and who lives "in utter darkness as to the meaning, of those mysterious symbols, so abundant over the shops...To see people read, and to see people write, and to see the postmen deliver letters, and not to have the least idea of all that language -- to be, to every scrap of it, stone blind and dumb!" (ch. 16).

Memory serves to promote goodness of heart and, in opposition to the neglectful rulers, will aid the individual to teach the ignorant child, like Jo. Infused into *A Child's History* is not only the memory of the history of England but also Dickens' memory of his own childhood reading, and his reconstruction of childhood as in a tension between innocent wonderment and disturbing fears. The darker side of the mind, as of the past, can only be held in check by the retention of childlike innocence. The family unit is, for Dickens, the facilitator of this preservation. As he notes of Alfred the Great, "he had -- as most men who grow up to be great and good are generally found to have -- an excellent mother" (ch. 3). But the family is also the source of the darker thoughts of the individual. Dickens' philosophy is a complex and ambiguous one. If the family can be Christmas and holiday (as in "A Christmas Tree"), the inspirer of wonder and the preserver of innocence; so it can also be the introducer of terror and fear to the child mind, the ënurseí of violent, annihilating,

and alienating images. Dickens' childhood world is not a simple one. And he as father, teacher, author, continued to recreate his own childhood fantasies and fears in the minds of his readership.

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Facilitating the Integration of Information Technology into the Primary Curriculum: Part of the Teacher-Librarian's Role?

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Abstract
After examining the current challenges with which information technology confronts learning, this paper will address the role of the teacher-librarian and resource services in relation to the technologies. The paper will then ex-amine the perceptions primary school teachers have of teacher-librarians in the integration of information technology into classroom programs, with the latter section being based on the author's research into those factors which facilitate the integration

Introduction

Changes in technology affect the roles of professionals in all walks of life and schools are no different... For school librarians, the immediate future will see their role as being increasingly linked to technological developments in the school library and within the school as a whole. (Herring, 1992: 140)

Three years on, there is ample evidence that Herring's prediction is the situation many Australian teacher-librarians find them-selves faced with, for most secondary schools and the majority of larger primary schools use auto-mated library catalogues, run CD-ROM data-bases and software, dial into external information services and are now joining Internet providers in droves. And why not, for as Clyde observed, "no other department in the school can demonstrate as many examples of information technology in action as the school library' (1987: 9).

The speed with which this technology is being adopted in schools is placing enormous pressure on education bureaucracies and universities to provide relevant levels of policy, resourcing, support and training. The current response at state and national government levels is to announce relatively large funding initiatives to support the integration of information technology across the curriculum.

For example, in Queensland, the government is providing $40M for the Computers in Schools Project and related programs over three years with up to 20% of Primary Computer Program funds being available to schools for teacher professional development. The Queensland program to support the integration of information technology into the curriculum also includes several publications and videos aimed at supporting teachers with this integration. In the Northern Territory primary schools will receive $2 for every $1 raised for computers and software within the limits of $3000 granted to each of the larger schools and $1500 to smaller schools.

At the national level we see emerging plans for collaboration between the common-wealth and state governments and education providers at all levels to develop EdNA (Education Network Australia) which will provide, universal access (to the Internet) so that all Australians, whether they live in remote localities or cities, will be able to access the network for the cost of a local call (DEET, 1995: 1).

In such a climate it is important that schools examine the learning needs of their school communities and make responsive and responsible provision for the integration of these and future technological developments to ensure that the planned outcomes of their curriculum programs continue to provide for the needs of learners.

Information technology and learning

As a skill to be developed across the whole curriculum, it is vital that the delivery of information technology (IT) in schools is carried out in a planned, organized manner. (Chapman, et al, 1993: 3)

Successive generations of learning tech-have been viewed with suspicion or as a threat by many teachers, almost, it seems, as if to disprove the benefits pronounced by those introducing the various technologies. While specific methodologies have evolved for effective applications of each

technology to learning, it has to be said that few learning technologies enjoy universal application in the majority of learning environments - apart from pens, pencils, books and blackboards or their equivalents. As Bates (1994: 39) observes, "to date, while many examples of successful applications can be cited, educational technology has had marginal impact on education and training."

My observation about this lack of impact, centers on time and access to the technology, and therefore points to the need for more realistic resourcing of education. To be successful with technology teachers require time to learn about it and time to experiment with and refine its application so that they will be competent and confident to implement appropriate uses of the technology in the learning environment. (See Russell below.) Collaboration is another important condition for appropriate use of technologies. The time and collaboration factors will be emphasized later in this paper.

The previously mentioned abiding technologies of pens, pencils, books and blackboards are the relics of teaching by transmission, a methodology which is now challenged by current and emerging information technologies which enable the learner to exert much more control over the content, the means and the pace of learning. I wait with interest to see the learning environments which our present cohort of children create when they become teachers. Having grown up in the era of information technologies I hope that they will use these tools as comfortably as print-based material is presently used.

The use of information technologies brings us much closer to the goal of individualizing programs. This is one of the challenges of information technology to the fundamentals of learning. Information technologies provide the means for the underlying principle of open learning of, "freedom and diversity of learning options for the student" (Lundin, Sandery and Evans, 1994: 1), or, to put it another way, Bates (1994: 39) maintains that, "technological developments already available or in the pipe-line have the potential to revolutionize education and training as we know it, far more so than the technologies used to date."

Following a major project in the United Kingdom, James Herring, a prolific writer on technology in school libraries in the UK, found that information technology, "can assist in developing pupil autonomy in learning but in order for this to be achieved, pupils need to work in an environment conducive to learning and teachers need to reexamine their classroom role in relation to IT (information technology)" (1992: 6).

This re-examination of the teachers' role is made clear in an edited interview with Alan November published in *Electronic Learning*. November, a national technology consultant in the United States, makes a number of important observations about the need for teachers to change their roles in relation to learning. Some of November's suggested changes are:

- For teachers, perhaps the most difficult job change will be (that) we'll no longer be at the center of learning for our students. We'll become brokers - connecting our students to others across the nets who will help them create and add to their knowledge in a way that one teacher alone could only dream of.
- This technology will reorganize almost every-thing about the culture of schooling ... Of course good teaching like good farming, is dependent on the people working with the equipment, and now is the time to develop a new vision of education.
- Up until now technology has not had much impact because we have not created a new vision. But what makes change inevitable now is, because of the superhighway, schools will no longer have a monopoly on students' time and access.
- I am trying to make a case here that we have to reconsider every cultural angle - funding, teacher training, role of parents, jobs of kids, certification of administration, assessment, relationship to community - because of the potential of the new technology to create a real *public* school system.
- The Net will mean that we need to develop new skills of collaboration among teachers. I am predicting that new kinds of companies will provide holistic educational services on the Net. As a country we need to make sure that all students have equitable access to these providers. (Adapted from November, 1994: 24, 25&94)

I'm sure November's suggestions sound familiar to many librarians and teacher-librarians, for brokering is an important part of their work, as is the people side of service delivery; the development of a vision or mission; and the development of collaborative partnerships. Unfortunately, it is a new way of thinking for many teachers - at all levels.

It is a pity that we do not have more people of the calibre of Norman Beswick who in 1987 in his landmark text on active learning asserted that, "new information technology gives a marvelous opportunity for all of us to rethink the education system and its priorities, and to reexamine some long cherished hopes and objectives." (1987: 92).

So, if November's way of working may not seem particularly new to teacher-librarians and if Beswick's challenge is to be realized, does the acquisition and use of information technology present a challenge for them? To answer this in part, I would like to examine the role of the teacher-librarian as described in *Learning for the Future*.

The role of the teacher-librarian and in-formation technology

Learning for the Future published in 1993 by the Curriculum Corporation for the Australian School Library Association and the Australian Library and Information Association examines the role of school library information services as encompassed by the five interrelated domains of:

- learners and learning;
- teachers and teaching;
- resourcing the curriculum;
- providing access to information; and
- developing the physical environment.

To provide guidance for a planned approach to the implementation of responsive information services *Learning for the Future* details a cyclic process which school communities develop to ensure that policies, priorities and resources are adequate for the provision of information services which are responsive to the needs of the school's curriculum and its teachers and learners. The proposed cycle of development has four steps : (1) analysis of need; (2) developing policy; (3) implementing policy; and (4) evaluating outcomes.

To further assist the process, a set of guidelines and indicators is provided for each of the five domains.

Examples of the guidelines and indicators concerning teachers' and teacher-librarians' use of information technologies include:

- time is provided for teachers to preview curriculum resources with teacher-librarians, ensuring the integration of information resources and technologies into teaching pro-grams and student access to the best possible resource support;
- training opportunities are available for teachers and teacher-librarians in the latest information and telecommunications technologies and their use in curriculum contexts;
- teachers receive assistance and guidance in using information technologies to locate and retrieve information and in developing skills needed to use the library resource center's systems, services and equipment to maxi-mum advantage ;
- technology is used to provide access to information both within and beyond the school; and
- in addition to curriculum-related professional development, teacher-librarians are given opportunities for continuing professional development relating to developments in information retrieval, information technology, in-formation management systems and librarianship.

These guidelines clearly demonstrate that the presence of information technology continues the resource and curriculum-related role of teacher-librarians through the provision of information, guidance on the curriculum applications of the technologies, working with teachers for the implementation of learning programs, and through their leadership and the training provided for teachers. There is also a clear obligation on their employers to ensure that adequate professional development is delivered.

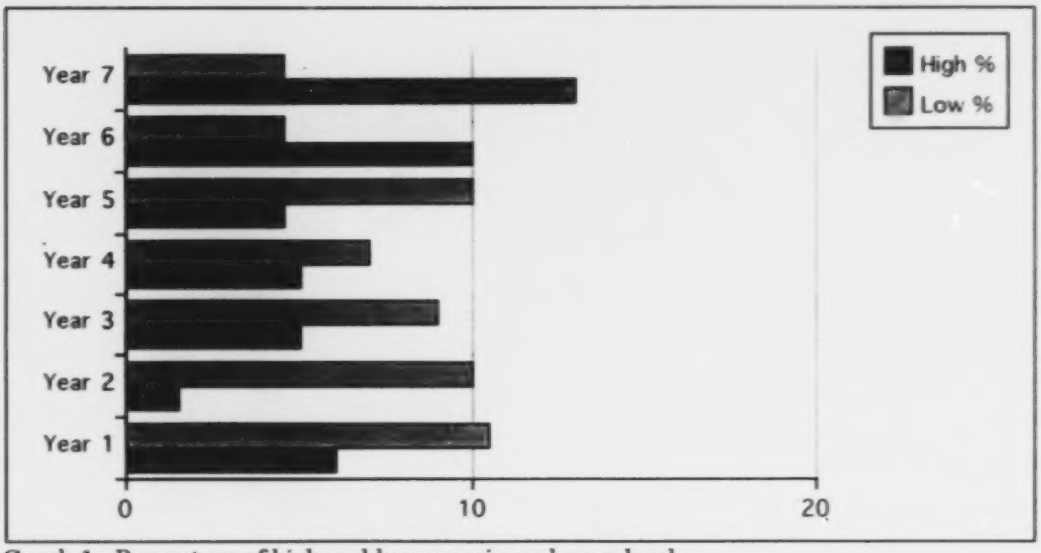
Nonetheless, do teachers view teacher-librarians as having a curriculum role with information technology? The next section examines the preliminary results of research into teachers' perceptions of those factors facilitating the integration of information technology into their classroom programs.

Teachers perceptions of the role of teacher-librarians in relation to information technology

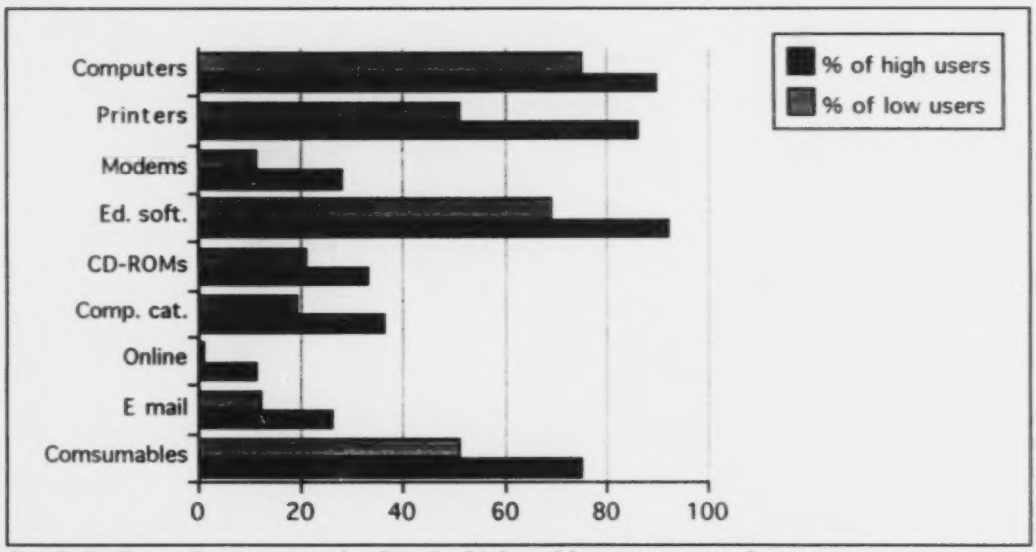
As part of a much wider study to ascertain those factors which facilitate the integration of information into large primary school, that is schools with teacher-librarians, I have been able to obtain teachers' perceptions of the teacher-librarian's role in this integration. The study, based on a self-completed questionnaire, includes data from 167 teachers in twenty five primary (elementary)

schools with an enrolment ranging between three and nine hundred students. In Queensland, primary schools are eligible for a teacher-librarian once the enrolment has reached three hundred. Unfortunately very few primary schools have more than one teacher-librarian.

From the data it was possible to classify the teachers into high or low level users of information technology according to the frequency with



Graph 1: Percentage of high and low users in each year level



Graph 2: Ease of access to technology by high and low user respondents

which they integrated information technology into their classroom programs.

Distribution of users

The distribution of high and low users across the participating schools displays a significant imbalance. From Graph 1 it can be seen that while half of the high users are teachers of Years 6 and 7 (51% of the high user group), an almost identical proportion (53%) of teachers from Years 1 to 3 are classified as low users of information technology.

Access to information technology

One of the factors which determined teachers' level of use of the technology was the degree of access they had to equipment and software.

A comparison of the data describing the easily accessed items in Graph 2 shows that the high users have far less difficulty in accessing all of the items than do their low user counterparts. The low users have particular problems with accessing printers and consumables by comparison with other teachers in their schools. With the more recent technologies, the high users have a significant advantage over the low users as the former have over twice the chance to access modems and electronic mail, and almost twice the access to a computerized library catalogue. This disparity is clearly demonstrated in graph 2.

The place of the teacher-librarian

Two items in the questionnaire gave the respondents the opportunity to describe ways by which teacher-librarians can be part of the integration of information technology into their classroom programs. The first was related directly to teacher-librarians and the second was when describing the kinds of support any member of staff had given. Discussion of the ways that the high and low users viewed the role of the teacher-librarian follows.

High Users Group

Ninety percent of the high users group wrote responses describing ways their teacher-librarian was or could assist them with the integration information technology into their classroom programs. Their responses have been grouped under the following headings and ranked in descending order according to the number of responses under each heading. A sample of the relevant responses is also given.

- Already doing it
  - Does all he can -- probably more than he should;
  - Our teacher-librarian does a great job sup-porting the integration of information technology;
  - I don't think the TL could do much more than she is doing now.

  Other comments in this category described the way the teacher-librarian was assisting teachers. For example:
  - Currently keeping me informed on new software, familiarizing children with new software and computerizing catalogue;
  - The teacher-librarian is always prepared to support me with familiarization of programs or introduce programs to the class . . .
- Providing services
  - Storage of programs, control and recording of borrowings;
  - If the teacher-librarian had a telephone line for setting up access to telecommunications;
  - To allow children access (with supervision) to programs for extension or remedial purposes;
  - If there were computers in the library children could access them for information, e.g., CD-ROM.
- Becoming familiar with information tech-
  - Should become familiar with software and be able to suggest applications in certain areas;
  - By having a knowledge of the program -- if I see it demonstrated I feel more confident.
- Conducting inservice
  - Showing us how new programs work;
  - By running more sessions to help teachers become more confident themselves thus integrating computers into their own programs in the classroom;
  - Inservice on particular software packages.
- Working with teachers
  - Be able to suggest applications in certain areas;

- The teacher-librarian should show catalogues and buy what grades require and inform teachers when it arrives. Teachers should get together with the teacher-librar-ian and run through the program; and
- Providing back up resources.

• Selecting new programs
- The teacher-librarian should show catalogues and buy what teachers require and then inform them when it arrives; and
- To research and access suitable programs for classroom use.

• Isn't the teacher-librarian's role
- I'm not sure that I think it's their job;
- It's up to the class teacher to make them-selves familiar with programs;
- The teacher-librarian cannot be expected to know all the software and books.

• Teaching children skills
- Lessons on use of programs;
- Familiarizing children with the new soft-ware.

• Promote the availability of materials
- Help with making software packages known;
- Keep me informed on new software and its usefulness.

• Not currently possible
One teacher expressed the view that "because of our limited budget I doubt if she (the teacher-librarian) could at present."

Low User Group

Responses on how teacher-librarians can support teachers with the integration of information technology into classroom programs were made by 83% of the low users.

The responses have been grouped under a similar set of headings to those used to classify comments of the high users, again ranked in descending order according to the number of responses.

It is interesting to note that 21% of the responses from the low users are framed in negative terms and generally indicate that the teacher-librarian is not seen as useful in supporting the integration of information technology into classroom programs. The grouping of responses from the low users follows.

• Working with teachers
- Cooperatively plan to include information technology into the classroom;
- Helping us to find out data packages to be integrated with theme work;
- Could be more supportive of classroom pro-grams;
- Work in class and does if asked; and
- Knowledge of, and help with, selecting suit-able programs for theme work.

• Promote and provide lists of materials
- Pass on information as to what is avail-able and how it could be used;
- List software available for my year level;
- Newsletter on new programs bought and their suitability to particular year levels; and
- Disseminating information computer pack-ages and their use in the classroom.

• Teaching children skills
- More regular library lessons;
- Perhaps set a model and demonstrate various uses or programs in usage during library lessons;
- Teach children uses related to areas being studied;
- Introduce and use programs with small groups of children;
- Come out of the library and work in the classroom during activities.

• Providing services
- Use of CD-ROM for research;
- Have a computerized system to help students and teachers access resources;
- Catalogue of programs in an easily accessible way;
- Installing technology into the library for our use and demonstration purposes.

• Not possible
- I don't think the T.L. **could** at all effectively. The computer literate teachers would have far more success in giving teachers and students support;

- Does not indicate this as role -- sees library as domain but not classroom; and
- I could not see the TL doing any more especially in line with the other duties carried out.

• Conducting inservice
- Demonstrate rather than explaining its use;
- The Teacher-librarian would need to be inserviced as well; and
- Have more personal inservice to gain confidence to impart knowledge, etc.

• Isn't the teacher-librarian's role
- I'm not sure that I think it's their job;
- The teacher-librarian cannot be expected to know all the software and books; and
- Because of our limited budget I doubt she could at present.

• Unsure
- I don't know. She is already very busy. An-other twenty four hours each day should do it.

• Becoming familiar with information technology
- Our teacher-librarian is not computer literate; and
- Learn more about computers and software in school.

• Selecting new programs
- updating of software available based on knowledge of needs of different year levels.

• Management system
- reorganize the whole system to make every-thing easy -- no hassles.

• Already doing it
- I find the teacher-librarian doing a great deal of work in cooperative planning and teaching, involving use of computers.

• Other comments

One teacher proposed that a teacher other than the teacher-librarian is needed to support the integration of information technology by stating "another teacher should be appointed to specialize in computer technology as the technological advances make it impossible for the already overloaded classroom teacher to keep up."

Other responses from the questionnaire

The respondents were asked to describe ways by which they had been supported by other members of staff. For the purposes of this paper I have extracted the data pertaining to teacher-librarians. A summary of the data from the two level of users follows.

High user group

While the high use teachers indicated many ways by which they had received help from colleagues at their school they indicated that their teacher-librarian had given them support in the following different ways.

- Introduced CD-ROM;
- Problem solver;
- Supportive ;
- Makes information available ;
- Introduced programs;
- Provides software ; and
- Installing equipment.

Low user group

Despite the number of negative comments made about teacher-librarians in the low users specific statements on teacher-librarians, it is obvious from the following group of comments that low users can recall a number of ways that teacher-librarians have provided useful support.

- Introduces software;
- Takes small groups on computer in library;
- Sets up computers;
- Showed use of computers;
- Computer coordinator;
- Helpful guidance and assistance;
- Cooperative planning;

- Problem solver, and
- Approachable.

The above summaries of responses from the two groups of teachers give a clear indication of the ways teacher-librarians can work to pro-mote the integration of information technology across the curriculum. There is a need also to take heed though that some teachers do not have a view of teacher-librarians as valid in the area of information technology.

Two issues arise from this: teacher-librarians need continuing professional development to ensure that they are in a position to provide models and leadership for the teachers with whom they collaborate; and teacher-librarians must continue to take every opportunity to advocate the relevance of their role in curriculum development which responds to each successive challenge to learning.

Conclusion

To conclude I would like to return to the role of the teacher-librarian to illustrate the continuing need for advocacy to ensure the integration of information technology into the curriculum. In the context of the challenge that information technology presents to schooling it is worth reflecting on Ken Haycock's comment about the role, made originally in 1985.

> *The very nature of the role of the teacher-librarian is that of initiator and change agent. We talk of getting teachers to use the library when this is not the issue at all - what we are talking about is getting teachers to change the way that they teach* . . .(Haycock in Henri, 1988: 55)

Haycock is not suggesting a move away from the resource center although, in a recent Email communication with me, he is concerned that the apparent advantages of the Internet could cause teachers and administrators to overlook the importance of the range of equally valid information services which resources centers can also provide. What Haycock does indicate is that the school's information specialist must advocate to and with his/her colleagues to ensure that the totality of information services are considered in developing relevant learning programs.

Information technology presents a special challenge to teacher-librarianship for, unlike its effect on some work places, this technology has expanded the role to the extent that many teacher-librarians are unable to accomplish their duties or maintain up-to-date services despite their desire to do so. There is a clear need to address the material **and** human resourcing of school library information services.

Collaboration has always been an integral component of a teacher-librarian's success. In this era of information technology, teacher-librarians must continue to work in partnership with their teaching colleagues and administrators if school library resource services are to remain an integral aspect of the learning environment. It is through this collaboration that teacher-librarians are able to effectively articulate and demonstrate their needs and the needs of the school's information services, to ensure that these needs are understood not only at the school level but at the district and system's level as well.

In addition to this resourcing requirement, teacher-librarians and their employers must take responsibility for their continuing professional development in ways which enable them to provide leadership for curriculum implemen-tation which addresses the challenge of infor-mation technology.

There is too much at stake for the skill base and the support levels of teacher-librarians to be neglected.

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See No Evil, Hear No Evil, Interact No Evil?

by
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This paper presents the findings of an exploratory study undertaken at Marist Sisters' College in Woolwich, Sydney to examine student use of multimedia packages. The study provides a student-centered evaluation of a popular multimedia package "Encarta", identifies problems with the use of this package, and discusses the implications of these findings for effective information literacy instruction in electronic information environments, as well as curriculum directions for schools.

Theoretical Framework

Multimedia, defined generally as the use of several media such as text, graphics, animation, audio and video integrated in a program that is delivered on a stand-alone computer workstation or via a computer network, is regarded as one of the most important factors shaping schooling for the 21st century. As an information resource, it is full of gloss with its vivid graphics and images, creative screen dissolves, state-of-the-art animations, millions of colors and limitless variety of sights and sounds. It's novel, it's difference and it has a certain magnetic appeal. You can confirm this by walking off the street into any "Timezone" games parlors. In a short period of time it has captured the attention of school students across the globe. (Insert stats. On growth of CD Roms). Current predictions of growth rates in the development of multimedia packages suggest that publishing of multimedia will overtake the publication of books by the turn of the century, and that such sources will be an important aspect of collection development for school libraries.

There is potential for multimedia to make a huge impact on curriculum design, teaching processes, learning strategies and tasks, information seeking and the structure of the learning environment itself. However, the key question remains: will multimedia fulfill its promise? Critical analysis and evaluation of multimedia lags well behind the development of new packages. Much of the evaluative literature on multimedia tends to focus on media and technical aspects. While these might be important qualities, this study recognizes the immediate need of the profession to elucidate and test evaluative criteria that focus on pedagogic dimensions and student usability. Multimedia can be aptly described as continuously work-in-progress. This can only be effectively done through careful formative and summative evaluation processes.

As both teachers and information professionals, teacher- librarians need to understand how multimedia impacts on learning. This is made more critical given the hype that accompanies many multimedia packages. Take a moment to read any of the unevidenced claims embedded in the publishers' blurbs that are being used to entice educators to purchase such products. In one recent catalogue, we found the following claims:

"strengthens their deductive reasoning skills"
"increased productivity"
"develops critical thinking skills, active reading and a high level of comprehension"
"motivates independent reading"
"encourages students to use cooperative strategies"
"turns your students into real research writers"
"teaches students to work together"

To date, there is very little data to substantiate any of these claims.

Underpinning this study is the premise that decisions informed by thoughtful evaluation are better than those based on just guesswork, ignorance, publishers' propaganda or superficial perusal. Evaluations of technology-based packages in the past have tended to adopt simplistic approaches to evaluation, focusing primarily on achievement of goals. However, recent literature

reflects a greater concern with merit, worth, or value, user perceptions and key concerns and issues. Kazlauskas (1994) for instance identifies a number of learner characteristics that should be considered when designing instruction. These include: cognitive characteristics such as aptitude, developmental level, language development, reading level, visual literacy, cognitive processing style, prior knowledge, learning strategies and general world knowledge; physiological characteristics such as age, sensory perception and health (fatigue); and psychological characteristics such as interests and attitudes, motivation, experience with media, anxiety, locus of control, peer relationship, socio-economic background, and affiliation aspects. These are characteristics of learners that define the utility of any instructional product, including multimedia. Inherent in this idea is the promise that understanding user characteristics and user learning needs should form the framework for making judgements about any instructional package in any medium.

From a similar perspective, Reeves (1992) and Reeves and Harmon (1993) have identified a range of user-centered dimensions that could form the focus of evaluation of multimedia packages. They are in two broad areas: user-orientated dimensions, and pedagogic dimensions (Todd, 1995).

User-Oriented Dimensions

1. **Ease of Use**. This refers to how easily the learner interacts with the multimedia package, and is an aggregate of many of the dimensions that follow.
2. **Navigation**. This refers to the perceived ability to move through the contents in a deliberate, purposeful manner.
3. **Cognitive Load**. What is the mental effort of learning with multimedia? It is important that the structure of the package is clear to learners so that they can efficiently manage simultaneously all the choices and tasks demanded of multimedia, and not be confused by numerous options that increase cognitive load.
4. **Mapping**. This refers to program's ability to track and represent the learner's path through the program, to avoid the problem of user disorientation.
5. **Screen Design**. Does screen design violate principles of screen design or follow the principles? In particular, there should be careful thought given to the appropriateness of design metaphors.
6. **Knowledge Space Complexity**. This focuses on the network of concepts and relationships that compose the mental schema a learner possesses about a topic. It raises the question of expert knowledge versus novice knowledge. It is important that the domain knowledge is structured in a way that learners can create an appropriate semantic organization relevant to their learning tasks and can make inferences about their state of knowledge in relation to an "expert" model of knowledge to be learned.
7. **Information Presentation**. This refers to whether the information contained is presented in an understandable form. The most elegantly designed interface is useless if the information is incomprehensible to the learner. It is important that they can comprehend, analyze, synthesize this information in ways appropriate to their learning tasks, and so that links can be made to existing knowledge.
8. **Media Integration**. How much is it truly a multimedia program and how well does it combine the different media to produce an effective whole? Do they work together to form a coherent program or is it a hodge podge of gratuitous media segments?
9. **Aesthetics**. Is there an overall artistry in the production and design? Does the product possess a beauty or elegance that goes beyond novelty effect? Are the different media used for a good reason?
10. **Overall Functionality**. This relates to perceived utility of the program. While multimedia packages can have multipleuses, does its overall functionality meet its stated objective; does it meet the specific intended use that currently exists in the mind of the learner? Does it enrich the curriculum are for which it is intended?

Pedagogic Dimensions

Teachers tend to make the intuitive assumption that each media type makes a unique contribution to learning. There is the additive assumption that instruction presented in two

mediums produce more learning that instruction in one medium, and the multiplicative assumption that instruction integrating a range of mediums such as using multimedia packages produce even more learning (Clark and Craig, 1992). Within a strong educational framework, the challenge of multimedia lies in using applications that actively engage the learner. Interfaces that are proactive rather than merely an exercise in page turning, pressing buttons to present yet another stream of information, reject role-learning and empower learning "by doing" and reflection. It is this notion of empowerment that underpins the idea of interactively. Other dimensions identified by Reeves (1992) include:

1. **Epistemology**. This relates to theory of knowledge held by designers. Is the package objectivist, that is, concerned with accurate information and where learning is seen as acquiring truth. Or does the package advocate a constructivist, epistemology, reflecting many viewpoints regarding a topic and providing a full range of options from which learners can construct their own knowledge.
2. **Pedagogical Philosophy**. Does it merely transmit information, such that the learner is, at best a button pusher, or does it provide an active learning environment that addresses unique interest, styles, motivators, capabilities of individual learners?
3. **Underlying Psychology**. Does the package function primarily to shape behaviors through stimulus, response, feedback and reinforcement, or does it provide a wide variety of learning strategies that foster the construction of meaning and understanding through opportunities for analysis and synthesis of information? This relates to the notion of interactively.
4. **Goal Orientation**. Does the package enable students to set sharply focused goals?
5. **Instructional Sequencing**. Are the problem solving activities purposefully designed to be intrinsically interesting and challenging, enabling learners to build coherent and logical ideas in new meaningful and relevant contexts?
6. **Experiential Validity**. To what extent does the package provide opportunities for learning situated in real world experience?
7. **Role of Instructor**. Is the package "teacher-proof" - is it merely an authoritarian provider of knowledge, or is it designed to enable teachers to have critical roles as students interact with the package?
8. **Value of Errors**. Does the package provide opportunities for learning from mistakes, or are the potential responses arranged in such a way that learners can only make correct responses?
9. **Motivation**. Is the learning context intrinsically motivating, that is, motivation that is integral to the learning environment, or extrinsic, coming from outside the learning environment?
10. **Structure**. Structure can vary from tightly prescribed pathways to widely divergent options. Although low levels of structure may seem to promote increased individualization, learners may become confused and lose track of what they are doing.
11. **Accommodation of Individual Differences**. How does the package accommodate differences in aptitude, prerequisite knowledge, motivation, experience, learning style? What cognitive scaffolding is provided to support learning? e.g. advanced organizers, outlines, content maps, time estimates.
12. **Cooperative Learning**. How does the package facilitate instructional methods in which learners work together to accomplish shared goals.

The Evaluation Study

This exploratory study was conducted at Marist Sisters' College, Woolwich, Sydney in early 1995. The college is a Catholic, systemic, secondary girls school with 700 students enrolled from Year 7 to 12. The college's information infrastructure combines the traditional, predominantly paper-based library resources and networked information technology. The technological component consists of an electronic library catalogue, a curriculum applications server and 14 CD-ROM drives networked to 57 workstations throughout the college. The information technology provides users with access to the College's library catalogue, to desktop publishing, teaching/learning packages, internet and multimedia from workstands situated in a computer laboratory, classrooms, staffroom, library and information laboratory adjacent to the library

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facility. "Encarta" the Microsoft multimedia package was evaluated in the study.

"Encarta 94" as described by Microsoft starts with the complete text of the 29-volume Funk and Wagnal's New Encyclopedia plus many new articles, photos, animations, detailed illustrations, music segments, and sounds. According to the publisher, this package "harnesses all the power of the personal computer to inspire curiosity, open the door to wonder, and take your family on a learning journey that never ends. It makes learning engaging and easy by putting a world of knowledge right at our fingertips". In this study students were asked to evaluate their experience of the package without any of the publisher's type.

Seventy students were involved in this evaluation study. Students were selected randomly over one week as they worked on the multimedia workstations around the school. Students were initially asked if they has used "Enact" and only those students with previous experience (that is, they had used "Encarta" before to access information) were included in the study. A profile of these students is provided in Table 1.

Class Level	Number	Percent
Year 7	17	24
Year 8	01	01
Year 9	28	40
Year 11	06	09
Year 12	18	26

Table 1

Seventeen percent of the students, primarily in Year 7, indicated that they were novice users, having used "Encarta" only a few times previously. 77% of the sample described themselves as average users, that is, they were quite comfortable with using the package and had used it at least on several occasions previously. They were drawn mainly from Years 9, 11 and 12. 6% of the sample described themselves as expert users, primarily from years 11 and 12, who had used the package on many occasions, and felt very comfortable with searching through it.

Data Collection

A questionnaire was developed to indicate the evaluative reactions to "Encarta" in terms of: Ease of Use, Navigation, Cognitive Load, Mapping, Screen Design, Knowledge Space Complexity, Information Presentation, Media Integration, and Overall Functionality. These were elaborated from the user-centered dimensions of Reeves (1992) and Reeves and Harmon (1993). For each of these categories, a number of statements were developed, and students were asked to respond to each statement in terms of an agreement rating using a five point Likert scale from 5=strongly agree to 1=strongly disagree. To establish how important each dimension was in the evaluation process, students were also asked to respond to each statement using an importance rating with a four point Likert scale from 4=very important to 1=not important at all. A range of statements for each of the categories was developed, for example, for Navigation: *"I get lost when searching "Encarta"; I always know where I am in Encarta"*. In addition, some free generation questions were included that sought to clarify and elaborate on the responses students made. These questions were:

What I like most about Encarta is...
What I like least about Encarta is...
The problems I have when using Encarta are...
What are the advantages of using electronic information resources rather than paper resources?
What are the disadvantages of using electronic information resources rather than paper resources?

Table 2 shows the overall reaction to Encarta, based on composite means for each individual statement.

OVERALL AGREEMENT RATING RANK ORDER 5=Strongly Agree 1= Strongly Disagree	
Dimension	**Mearn Score**
Information presentation	4.14
Knowledge space complexity	4.08
Screen design	3.98
Media integration	3.89
Overall functionality	3.81
Ease of use	3.68
Mapping	3.66
Cognitive load	3.49
Navigation	3.23

Table 2

At a general level, *Encarta* fares positively in terms of each dimension examined. Table 3 identifies the specific features of Encarta that were ranked the highest, and lowest.

SPECIFIC DIMENTSIONS: HIGHEST AND LOWEST AGREEMENT RATING 5= Strongly Agree 1=Strongly Disagree	
Features of *Encarta* students ranked highest	
Dimension	**Mean Score**
Information is presented in ways easy to understand	4.17
Photos and drawings are of good quality	4.14
I'm comfortable with using *Encarta*	4.13
I'm able to put information to good use	4.11
I am able to move through the contents successfully	4.10
Information is organized in a clear logical way	4.09
Information in *Encarta* isn't to difficult to use	4.09
Features of *Encarta* students ranked lowest	
Able to keep track of all the choices made while searching	3.54
I am able to backtrack easily	3.51
I always know where I am when searching *Encarta*	3.63
I understand the way all the information is organized	3.70
Encarta generally meets my information needs	3.74

Table 3

A different picture emertes when one explores the imortance given to each of the categories used for evaluation, as shown in tabesl 4 and 5.

OVERALL IMPORTANCE RATING: RANK ORDER 4=Very Important 1=Not Important at All	
Dimension	**MEAN SCORE**
Knowledge space complexity	3.42
Ease of use	3.34
Information presentation	3.26
Mapping	3.24
Media presentation	3.20
Overall functionality	3.19
Cognitive load	3.11
Navigation	3.03
Screen design	2.97

Table 4

COMPARATIVE RANKINGS: AGREEMENT VS IMPORTANCE		
DIMENSION	**MEAN IMPORTANCE**	**MEAN AGREEMENT**
Knowledge space complexity	1	2
Ease of use	2	6
Information presentations	3	1
Mapping	4	7
Media integration	5	4
Overall functionality	6	5
Cognitive load	7	8
Navigation	8	9
Screen design	9	3

Table 5

When searching a multimedia resource, students appear to value most the knowledge space complexity dimension, that is, the capacity of the package to help them make sense of new information in relation to what they already know; to enable them to build on what is known in order to complete the learning tasks required of them. The descriptive comments indicate

students' recognition of information as an essential component of their learning, not existing in isolation but rather to be integrated into their personal knowledge base. As shown in Table 5, students concur that Encarta fulfills their expectations with regard to the knowledge space complexity dimension. They agree with the publisher that they can learn from such a package. While students recognize ease of use as an important dimension (Rank 2) it was given a relatively lower ranking (Rank 6) in terms of agreement.

Students indicate they want more from Encarta in terms of the mapping dimension. Strongly expressed in their comments was the need to keep track of where they are at, being able to backtrack, or move in divergent paths and to see clearly the character of their multidirectional searching. As these functions are available in the package it begs the question, are they obvious or easily accessed by users. The package does allow for divergent search paths based on Categories. Outline and See indexes and continuously records each user's path through the electronic maze such that backward and forward re-searches are possible. The fact that all levels of students appear to be unaware of these functions may indicate that the screen display is either too crowded with options or that the function labels are not self-explanatory.

Some beginners identified a range of attributes that primarily centered around quick and easy access to information, that is where the major points of information about a topic may take much longer to find in print resources, they are grouped together and easier to access in the package. In addition, they liked the pictures and film clips, with some indication that they helped them understand the topics.

Average and expert users also identified the above strengths. Specific reference was made to language being easy to understand; information was up to date; instructions were easy to follow; the integration of the different media, particularly those with action, made it easier to understand the information, and to imagine processes and ideas.

Obviously not all students were satisfied with various aspects of the package. 46% of students, at all year and experience levels represented commented on the limited quantity of information. They were dissatisfied with the range of topics available and the depth of coverage within a specific topic. While some saw it as a one- stop shop for all information requirements, there was also some recognition of the need to use additional sources as well to complete research tasks. 12% of the students expressed difficulty managing the search process utilized by the package and these difficulties included keeping track of position, understanding how to retrace steps or move on and defining search terms with managing the search process. As examples students referred to "information not being in a category you think it is". "I can't find the information I want but it's there under a different name"; and understanding how to retrace steps or to move on.

Students saw a range of advantages and disadvantages in the use of electronic media versus print. 65% of the students said the information search was easier, more efficient and quicker to access, and that the information was always available with no problems incurred by someone else having borrowed the sources. 11% of students indicated that the task was more fun, more interesting to read and learn, more exciting and more enjoyable than when using print resources. "It doesn't seem like you are doing something for school" was a typical response. Several students highlighted the place of information technology in society, for example: "Computers are what life's all about now" and "It's our future, our jobs will use it". Average and expert users also identified these strengths. Specifically that the language was easy to understand; information was perceived as being current; instructions were easy to follow; and that the integration of the different media, particularly those with action, made it easier to understand the ideas and information. These types of claims are often made by producers and, at least in this case, they were upheld by the user evaluations.

Encouraging also was the students recognition that there are disadvantages. The major disadvantage cited by students related to the lack of depth and complexity of information in the package, and this was linked to the perception that books provide greater detail and depth comparatively speaking. Many students expected more of the electronic resource, appearing to realize the capacity of the format to provide more, and they were disappointed. The confusion over topic descriptors and the lack of depth in some topics stems from the fact that Encarta projects the cultural and historical bias of the manufacturer, with very little material relevant to Australian history or current affairs. This is significant for students of a curriculum with emphasis on

national as well as international issues. The Northern American bias of the product has been commented on by the users in terms of its lack of information on current topics whose focus is not American.

One student identified the product's potential for encouraging plagiarism in the following ways: "if you want the information you could print it out and just hand it in as your assignment"; another indicated "you tend to grab too much information and not use your own brains". These comments typify concerns expressed by both teachers and students and emphasize the need to construct tasks which require more than the simple reiteration of facts.

Another major disadvantage, though not related to Encarta per se, was the problem of access being affected by system downtimes. A lightning strike had caused severe damage to the entire network earlier in the academic year and system reconstruction took many weeks. At the time of the study the students had been without access for almost a term and therefore were very aware of the down side of information technology dependence. One student expressed this quite succinctly: "It's less reliable than paper, especially with system downs". Beginning users also identified a problem information loss; that is material either failing to print or working documents being deleted. These are usually rare occurrences that due to system restructuring had been happening quite frequently during the days preceding the study.

It is of interest to note that some of the features of Encarta found by this study to be "unfriendly" or difficult to apply have been modified or removed from the 1995 edition of the product. For example the point at which you identify on what medium you wish to search has been moved forward in the structure and the procedure for copying text or image to disk or document has been simplified by the removal of three steps of the process. The Outline and See cross indexes have been altered to become a single button option titled Related Articles, which is plain language for the function. Other features of the 1995 version require learners to re-learn where common functions can be found and new functions have been added that are, again, difficult to decipher. A very popular feature of the earlier editions was a search path that presented the image of a shelf of encyclopedias where users merely indicated the letter of the alphabet in which they were interested. This has been removed from the new edition. Being so similar to users' paper based encyclopedic search methods, it was their preferred method with the electronics medium and its absence has caused quite a stir among many of the students. It is clear that multimedia producers need greater input from their prospective audiences to determine whether programming and glossy improvements produce, in practice, a better information product.

The evaluation highlights the essential role of information literacy education for information seekers in electronic information environments. It is the clearest message of the findings. Students' difficulties in understanding directions, commands and terminology, generating search terms and dealing with the mismatch of perceptions of how information is organized and how it actually is organized, understanding how to move in multiple directions in the package, understanding how the information is structured and how this shapes the design of the search, locating related and specific information through broadening and narrowing of searches, dealing with the problems of little or no useful information are all issues that can be resolved through effective information literacy education. Possible strategies (based on Neuman 1993) might include: individualized, hands-on instruction in searching; collaborative teacher-librarian and student searching; peer tutoring where expert students work with novices; more teacher and teacher-librarian collaboration on planning and conducting instruction that involves extensive electronic searching, and collaboration helping students judge the usefulness of electronic information retrieved. Also important is ensuring that research tasks are designed in such a way to develop information and reasoning skills such as comparison, contrast, analysis, synthesis, and metacognitive abilities such as assessment, discrimination, classification, and judgement of information. Without these skills students will capitalize on multimedia's ease of use to indulge their plagiaristic habits.

At a broader level, teacher-librarians need to recognize and ensure that one of the goals of incorporating electronic information sources into the curriculum is to help students master the higher order thinking skills involved in designing, conducting and interpreting research. Since teacher-librarians have an important role to play in the school in familiarizing students and teachers with electronics databases, their use and possibilities, they should be proficient in their required skills.

Teacher-librarians need to give careful thought to the selection of appropriate multimedia and to actively contribute to the multimedia debate. It is important that informed judgements are made about the appropriateness and limitations of multimedia and that we share this with the professional community; that we build an understanding of multimedia's role in meeting information needs, how it shapes information seeking behavior, and how it is being used, and what are the most appropriate support mechanisms for fostering effective use of multimedia packages in our agencies.

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Sustaining the Vision Through Networking... (and a Few Challenges Too!)

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Abstract
Networking has always been regarded by librarians as an essential tool to facilitate the timely provision of information. Teacher librarians have often been vocal supporters of networking in theory but in practice networking has been rather a failure. The first part of this paper provides a historical overview of the rationale for networking and the reasons for its lack of effectiveness.

The second part of the paper provides an analysis of the way that information technology (IT) can change the network landscape. It is argued that IT has the potential to solve many of the problems associated with traditional network models and is, therefore, able to sustain the vision of access without ownership. Like all good things, however, the changing landscape brings with it a multitude of old and new challenges. A number of these are discussed in detail, including potential and existing applications of the Internet at the local, national and international levels.

For the purposes of this paper we argue that teacher librarians (TLs) involved in networking should reflect two broad issues. The first is a need for professional networking. That is networking for the common professional good; networking that addresses the problem of professional isolation. The second is a need for information exchange. This networking relates to the professional role of the TL, and provides the means by which library services are able to draw upon information regardless of geographic location, time of day, or even legal ownership. while we highlight these two forms, we are quick to point out that the two are not mutually exclusive.

There is an old saying that success in life is less of a function of what you know than it is a function of whom you know. We can all testify to the veracity of this while at the same time noting that technical knowledge is also very important. The who you know principle lies behind the success of many professional clubs and associations. The demand for places in the most prestigious private schools is partly a response to perceptions about paying for quality education but just as much (if not more so) it is about market positioning. Parents place their children in certain schools because that is where the rich and famous send their children. The sons and daughters of the rich and famous become the rich and famous of tomorrow. Through the sharing of time and space "ordinary" students are able to forge important links with the powerbrokers of tomorrow. As long as it is perceived that future leaders attend such schools the prophecy is self fulfilling.

Personal or professional networking is powerful because of its very simplicity and because it delivers. In recent decades business dynasties such as Amway International have been forged on the network principle. If you know a powerbroker, it is likely that you know a networker.

In library terms networking has made particular sense ever since it became obvious that no one library could hope to cater for the information needs of sophisticated information users. The school library collection is not just a picture of those information resources that are housed within a school but includes those mechanisms that facilitate the delivery of information from outside sources. Quality information access is the TL's vision. Developing links, arrangements and services with other libraries and information agencies to gain and improve access to information to best meet the needs of clients, in the most efficient and effective manner, sustains the teacher librarian's vision. At this level the need for networking is clear.

Historically, networking has come in one of four types (Sinclair 1973; Evans 1987). These cooperative activities include exchange, pooling, dual service and service center, and are shown diagrammatically below. Networking has always been regarded by librarians as an essential tool to facilitate the timely provision of information. The success or failure of each of these network types, however, depends largely on the "proportionality condition" of each of the participants - this

refers to the phenomenon where "each participant wishes to gain advantage in proportion to the value of its inputs" (Sinclair 1973: 181).

Type A is the exchange model, in which information is exchanged between two libraries. Some of the common problems for teacher librarians when using Type include:

- guaranteeing availability - both parties may need a resource at the same time
- trust and responsibility for loss and replacement - who pays for a lost resource?
- both collections select the same resources, rather than complementary resources - the collective pool is not diverse
- trust and responsibility for developing particular subject areas to support both schools - are we equally good at finding (selecting) new materials?
- incompatible budget allocations - is there an equality in financial costs and resource benefits in this partnership?

Type B is "a multilateral development" of Type A. Sinclair (1973: 183) refers to this as the pooling model, where more than two libraries or agencies contribute to and draw from a pool of information or resources. Common problems encountered by teacher librarians using this model are:

- ownership - if the network disbands, who owns what?
- trust and responsibility - do we trust other schools to look after resources?
- ease of access - is there an effective and efficient courier/delivery service?
- lack of topic planning in schools - to ensure required resources are reserved in advance
- guaranteeing availability - more than one participant is competing for the same resources at the same time, or is reluctant to return resources to the pool before the due date.

Type B can work well if the pool is managed effectively by one participant who has strict control of the circulation and delivery processes, and all schools agree to organize teaching units around access to resources.

Type C, dual service, is a model where "two or more participating libraries take advantage of the facilities of one of the participants to produce a common output". (A union list or catalogue for example.) Problems faced by participants include:

- unequal contribution of resources - how does one develop a fair charging system?
- the level of efficiency and expectation differs among members
- detailed policies and procedures are required to solve disputes
- silent partners rely on the existence of others who have the expertise and resources that allow involvement
- members often wait for someone else to do the work - the creation of the common output can be very slow.

The fourth and final traditional model is Type D, in which "a number of libraries employ the services of a facilitating participant to input and process materials for individual purpose" (Sinclair 1973: 182). An Australian example of Type D for teacher librarians is the Schools Catalogue Information Service (SCIS). The members of SCIS, the Australian state and territory education departments, together with the Catholic Education Office and the Independent Schools, each contribute to the Australian SCIS database of cataloguing records. Individual schools can then buy marc records which are integrated into their library automation systems. Traditionally "user pays" services such as these were considered too expensive, however, this service costs a few cents per record, whereas copy of original cataloguing by a teacher librarian could cost several $s per item in salary time. One problem that still exists with the service center networking model is the challenge of catering for different local needs - SCIS records may need to be enhanced to reflect the local curriculum.

These traditional models have increased the accessibility of information by increasing awareness of the existence of information and where it can be located. The traditional models also address the issue of availability of information: the ability of the user to have information to

hand at the time of need. However, success in the area of availability has continued to be problematic. Members are not usually of equal size - requests often go to the largest members as small members are not able to provide adequate support. The cost of document delivery has often been too expensive, particularly for small libraries with small budgets.

TLs who have gone down the traditional network path have come up against a range of difficulties. Joining a network involves careful consideration and planning and, therefore, the allocation of appropriate resources. For small-sized participants this overhead might be relatively substantial.

In addition to the problems of document delivery (which in the case of school libraries might include the general problem of physical location, timely delivery and the more specific problem of who delivers), other problems include:

- the lack of clear goals of a network and differing expectations of participants
- the question of ownership and the safe keeping of documents
- competing needs and demands among network members
- unequal divisions of labor
- funding and staffing the network
- differing degrees of efficiency among participants.

A further significant problem that has bedeviled traditional network models has been the fact that they have depended for their success very much upon the goodwill of personalities rather than on the existence of formal agreements and policies. This has meant that their success has been very much generational rather than permanent.

Advances in computer and telecommunications technology, and their information and library applications have changed the network landscape. Information technology (IT) has the potential to solve many of the problems associated with traditional network models and is, therefore, able to sustain the vision of access to information without ownership. Physical location is a critical factor in the efficiency and effectiveness of each of the four traditional models, in terms of time and delivery. In an electronic information environment, physical location is less important - in fact, people can access information without needing to know where the information is located!

Electronic information is breaking down the traditional boundaries and barriers which have existed between different libraries and information agencies. The Internet is the world's largest electronic network. Byrne (1994: 13) suggests that the Internet provides a "useful infrastructure for setting up resource sharing... that will have immediate and practical results". Membership of this network is global - the problem of sheer distance has been overcome. Many electronic information sources and services exist that can potentially meet the information needs of the school community and TLs must ensure that their school becomes a member of this network. Electronic information networks together with the availability of search engines can extend the TL's vision of access without ownership into the 21st century.

Each of the four traditional networking models still apply in the electronic information environment. The exchange model is characteristic of e-mail and Internet Relay Chat (IRC) networking facilities. E-mail is a system of exchange, whereby messages are transferred between computers and stored on them. this allows users to send messages and small documents electronically to individuals or groups of individuals, and can form the basis of electronic conferencing and discussion groups (Clyde 1993: 26). E- mail is usually the first service people use vial the Internet to electronically communicate with others. It is fast, with messages usually delivered within minutes of being sent. A disadvantage of e-mail, however, is that it can only transmit text messages, therefore, files formatted by word processor, spreadsheet and other programs cannot be sent via E-mail.

Internet Relay Chat allows teachers and students to engage in conversation with people in the local area or around the world in real time. Information exchange occurs instantly, hence, access is at the point of need. Common problem with Type A networking are reduced because participants are not competing for the same information. Rather, all participants can receive a copy of the same information or file at one time. Individual members do not need to develop particular areas or topics to support other schools or be responsible for particular information. The formality of selecting and storing material for all is reduced - sharing information is less

formal. The time and cost of delivery is negligible.

Three problems still exist, however, for information exchange within an electronic context. Guaranteeing the availability of active participants using IRC can be problematic for schools, particularly for schools across time zones. Efficiency of individual members also remains a problem for e-mail information exchange. Some participants may not regularly check their e-mail, and this lack of response to e-mail requests can be frustrating for members. Loss of electronic information can occur, some of which may be irretrievable or irreplaceable.

Pooling is a popular networking facility in the electronic environment. Listservs, newsgroups and bulletin boards provide forums for students and teachers to discuss issues relevant to particular topics. Information agencies and community interest groups can establish electronic links with schools. Ideas and information are pooled and shared by participants. A listserv can provide a rapid exchange of relevant information among professionals with similar professional information needs. Professional isolation of teachers with special information needs are reduced. Listservs require participants to subscribe to these mailing lists as official members. Members also have access to the listserv archives - discussion on previous topics can be searched and retrieved - an excellent source of information!

Newsgroups are electronic discussion groups, which provides participants with access to an open information network where articles are posted and retrieved by any "Internet cruiser". They do not require formal membership. Information posted to a bulletin board can be in the form of original items, or "follow-ups" to existing items which creates discussion and is, therefore, potentially a "conferencing system" (UNL 1992: 17). All newsgroups are organized into categories according to a hierarchy, which allows easy browsing of newsgroup lists and basic identification of the nature or topics of each newsgroup.

Members of these electronic forms of pooling do not encounter the common problems of traditional forms of Type B, such as ownership; trust and responsibility; ease of access, and effective and efficient delivery; topic coordination among schools, and guaranteeing availability via reservations to ensure material required is available, is no longer a problem. Likewise, competition for the same information at any one time is no longer an issue. Relatively free and ready access is available to every participant, all of the time.

In an electronic environment, the dual service model is characteristic of workgroup software programs, on-line learning networks and source lists. All participants use these facilities to produce a "common output". The advantage of dual service networks is the qualitative element of input, creating a value- added service. Workgroup or shareware software programs create a networked production environment, where participants share ideas, and collaboratively edit and publish material from their own workstations. Participants are not required to be in the same room, building, or even the same country, or available at the same time as their colleagues, during the production of common output.

On-line learning networks, both global and local, coordinate the linking of schools to implement joint student projects as part of the school curriculum (Choldin 1995: 49). Using a facility such as I*EARN Australia, part of a global telecommunications educational network, allows teachers and students to implement educational projects with peers in Australia and overseas. On-line learning networks create electronic learning communities, where participants contribute to a collaboratively defined information poll and publications. On-line role playing games where players talk and act using textplay, MUD's for example, are also a form of dual service networking.

Electronic source lists are a dual service facility. TLs will need to create school-based indexes of recommended information sources and services that are available on the Internet. TLs in local and regional networks can collaborate in a curriculum-based "quality control" service. The creation of the Infofilter Project in the UK is a good example of an electronic version of this dual service model (Collins 1995). This dual service involves a group of librarians evaluating full-text information services on the Internet using evaluation criteria similar to that used to evaluate reference sources. The eventual goal of this project is to provide an index of recommended "quality" home pages on the World Wide Web (WWW). With electronic dual services, however, TLs are still faced with the problems of all participants contributing unequally, and at differing levels of efficiency.

All traditional networks are based on a contractual agreement (formal or informal) and

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reciprocal relationships between network members, however, new forms of contractual agreements and relationships have emerged in the electronic environment which means that new forms of networks may be emerging. Relatively free and ready access to information has become an "unwritten rule" for the Internet community. The contractual agreement being that all participants have a right and responsibility to contribute to, as well as access information networks. While a reciprocal relationship exists, it is not a direct exchange between two distinct parties, but rather an honorary "bartering system" where information is provided for all, and all access sources no matter where they are stored. While a global information pool exists, information is not centrally housed or located - individual members are responsible for providing access of their information to others.

Anonymous FTP hosts, remote login facilities and World Wide Web sites are examples of a possible fifth model of networking. These facilities are another type of service center. Remote login facilities access thousands of databases, both locally and globally, while Anonymous FTP hosts provide access to thousands of public files across the Internet. Archie is a database service that indexes and catalogues fields on Internet hosts, keeping track of all files freely available to the public via FTP. Schools can retrieve vast amounts of information quickly and cheaply, in a more searchable format, and can store these in folders on file servers for future use - essentially, building an electronic library of journals, books and images to resource the school's curriculum. A major advantage for publishers using these services is the wider distribution of their materials.

WWW sites are network service centers. Clients do not need to know the location of a document - browsing software searches the Web using keywords to locate specific information. The use of hyperlinks (via HTML) allows access to additional related information. An advantage of information on Web sites is that it is not restricted to text, multimedia information can be accessed, retrieved and stored to supplement a school's multimedia CD-ROM collection.

While IT solves many of the problems associated with traditional network models and sustains the vision of access without ownership, the changing landscape brings with it new challenges. These include funding, contributing to the information pool, a shared vision for library and information services, and the exponential growth of information in the electronic information environment.

Funding

Networking is not about saving money! For schools to access electronic information networks, adequate funding is required. This includes the initial cost of establishing an IT network that will meet the educational, technological and information needs of the school community, as well as its maintenance and eventual upgrading. As new information network services are developed, the school's IT requirements will grow and require more funding. For a school's IT network to run efficiently and effectively, time and resources in the form of technical and curriculum personnel are required to support the network - this cost must be included in the school's IT plan, it must not be an afterthought!

Contributing to the Information Pool

Participants must be contributors as well as users of the information pool. Networking requires input - a network does not exist without information exchange. The phenomenon of "lurking" on listservs, newsgroups and bulletin boards is a problem with electronic networks. Lurking is not a particularly productive pastime - many "active" hands make light work! TLs need to contribute to e-mail debates, making suggestions and providing feedback to those seeking it, and sharing ideas and strategies with their electronic community. Some participants may feel they have nothing important to contribute, while others feel they have much to contribute, when really they are creating electronic "noise"! TLs must approach electronic networks professionally, as they do with all other facets of their work.

A Shared Vision

As managers of school information services. TLs must develop a clear vision of what future information services the school library can provide and to what extent these will complement or replace traditional sources. It is the responsibility of TLs to ensure that schools become active participants of electronic networks - and not be isolated from what's happening "out

there". To succeed TLs require the active support of the Executive staff who must ensure the development of appropriate policies and the allocation of resources.

Electronic networking between libraries and information agencies will soon become standard. Before searching around the globe for specific information and services, it will be essential to first check your own "backyard" - each library or information agency will still need to ensure that required information is accessed economically. Efficient and effective delivery (the use of postscript or UNIX files for example) will also be a major factor in information access.

Exponential Growth of Information

The information pool is growing exponentially, and the advent of electronic networks has contributed to the generation of new information. The problems of quantity and quality are a challenge for TLs. It is difficult for users to identify what information is available to meet a specific information need. there are so many information sources and services available that sorting through the potential services is now becoming a chore, let along sifting through the information retrieved. since there is no way of knowing how much and what is "out there", we are now faced with the problem of not knowing whether what we have located is the best possible information to meet our needs.

The WWW is currently a source of frustration for information seekers, with underdeveloped sites promising information via home pages and users accessing a blank screen. TLs will need to develop "quality control" methods, by providing an Infofilter-type service network, or creating WWW "customized" Key Learning Area (KLA) Home Pages to link useful information on particular Websites to specific curriculum areas. These measures will be necessary to address the quantity and quality problems associated with electronic information networks.

The TL's ability to expand school library resource center services through networking is underpinned by more subtle and perhaps more important layers of personal networking. The success of the public face of networking depends very much on these other levels of networking. Networking between the TL and teaching colleagues is a precondition for the success of network arrangements. The formation and maintenance of network is largely dependent on the good will of the school's key decision makers. The ongoing relationship that the teacher librarian has with colleagues and the influence that she/he has on the school's decision making processes are cornerstones of success. The delivery of quality library and information services are very much dependent upon a client focus - a focus that enables the TL to know the known and unarticulated needs of client groups. Such knowledge is a function of the quality of the networking that the TL does with colleagues - both as individuals and as part of a wider group.

To the extent that key school personnel (and in particular the principal) understand the role of the TL as an information specialist they are able to empower him/her to provide appropriate services. To this end the networking that the TL undertakes with the school executive is of paramount importance. When this group identifies the TL as a provider of information that enhances or enables effective corporate decision making they will perceive the TL as indispensable.

TLs cannot allow themselves to be professionally isolated. They must network to share and learn. Likewise, schools cannot allow themselves to underutilize the power of information networks. Both forms of networking come at a cost, but both provide the potential for people to break through the glass ceiling.

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Principal Support: What Does it Mean to Teacher-Librarians?

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"The principal's support of the library as a vital part of the educational system is extremely important." Winifred B. Linderman wrote in an article entitled, "What Should the School Librarian Expect of the School Principal?" in the December 1944 issue of *The School Review* (p.614). This quote from fifty years ago could easily have come from a much more recent source. The School library lit-erature from its earliest years contains discussions of the rle of the principal in school library programs, often centering around the notion of principa support. Research shows that, althou teacher-librarians generally view principal support as critical to the success of the library program (Haycock,1992) , they often have low expectations of principal support (Lewis, 1991; Campbell, 1991) and rarely engage in the kind of activities that would increase their principals' understanding and support (Edwards, 1989).

This study examines the meaning of the concept of "principal support" from the point of view of seven teacher-librrians in two Alberta school districts. It also explores the different ways in which these teacher-librarians went about increasing principal support for the school library program and for their role as teacher-librarians. The findings have been derived from the analysis of data collected for two studies involving aspects of teacher-librarian practice, earlier reported at IASL conferences.

The paper begins with a brief review of relevant professional and research literature and a discussion of the research methodology. Several of the themes from the findings are then explored. Implications for the educaiton of teacher-librarians and for further research conclude the paper.

Principal Support in the Professional and Research Literature

As the summary chart below (Table 1) suggests over the past twenty-five years there have been frequent references in the professional literature of school librarianship to the concept of principalsupport but there are fewer references in the research literature. Shields (1977) and Charter (1982) found that principa support was critical to the development of school libraray programs. Dekker (1989) found that shcool district administrators were also important in enabling principals to support library programs in their schools. Corr (1979) and Turner (1987) found that principal attitude was positively correlated to program implementation. Hellene (1973) and Yetter (1994) found that principal support for the school library program involves such things as encouragimg ots ise bu teacjers amd stidemts, integrating the program into the curricular work of the shcol, and providing flexible scheduling. Wilson, Blake and Lyders (1993) found that many principals were hamered in their support for school librries by lack of knowledge about the management and function of school libraries.

Methodology

This study of principal support has been carried out by "researching" the data collected for two earlier studies. As is often the case with research of a qualitative nature, the data was richer than could be addressed in the reports of findings directly related to the research questions proposed for the two studies. The purpose of all three studies has been to understand more deeply aspects of school library practice, not to derive generalizable findings, at least not in the quantitative reserach sense of generalizable findings. Instead my purpose as a researcher has been to devleop an understanding of one aspect of school library practice, for myself as an educator and for the participants as practioners. Others who wish to explore those insights and to apply them to their own practce as teacher-librrians or as teacher-librarian educators must do so with an awareness of the unique contexts in which this research was careied out and keeping inmind the similarities and differences between their contexts and contexts of these studies.

Support for the School Library Program	Professional Literature	Research Literature
Working directly with teachers • expectations • professional development	Austram et al., 1989; Baker, 1980; Carson, 1989; Davies, 1979; Fox, 1982; Loertscher, 1988; Lundin, 1983; Podemski 1990; Yesner & Jay, 1987	Charter 1982; Hellene, 1974
Demonstrated personal commitment • explicit valuing of program • using program in own teaching • visible in library	Carson, 1987; Davies, 1979; Fox, 1982; Grant, 1988; Kuehn, 1975; Loertscher, 1988; Lundin, 1983; Morris, Gillespie & Spirt, 1992; Prostano & Prostano, 1987; Yesner & Jay, 1987.	
Enableing the program • materials/clerical staff budget • flexible scheduling • includes program as an integral part of school's curriculum work (planning, evaluating)	Austrom et al., 1989; Baker, 1982; Browne & Burton, 1989; Carson, 1987; Davies, 1979; Fox, 1982; Hamilton, 1983; Kuehn, 1975; Loertscher, 1988; Lundin, 1983; Morris, Gillespie & Spirt, 1992; Podemski, 1990; Prostano & Prostano, 1987; Yesner & Jay, 1987	Charter, 1982; Dekker, 1989; Hellene, 1974; Shields, 1977; Turner, 1987; Wilson, Blake, & Lyders, 1983; Yetter, 1994
Support for the Teacher-Librarian	**Professional Literature**	**Research Literature**
Providing visibility/importance • makes time for meetings with TL • trusts TL's knowledge and expertise • encourages TL's personal and professional development	Baker, 1982; Carson, 1987; Davies, 1979; Hamilton, 1983; Kuehn, 1975; Morris, Gillespie & Spirt, 1992; Yesner & Jay, 1987	

Table 1

The first study (LaRocque and Oberg, 1990) examined the role of the principal as one element of school culture that facilitated the successful establishment of school library programs. In a small urban school district rputed to have exemplary school library programs, the research team interviewed twelve individuals--at the district level, the superintendent and school library consultant,a dn at the school level, the teacher-librarian and the principal or vice-principal from five of the districts' schools. The interviews, about an hou each in length, wee audiotaped and transcribed. Over 300 pages of interview transcripts wer available for analysis. The transcripts wer analyzed using a content analysis approach. Five themes wer identified relating to the role of the principal in supports school lbirary programs: believeing in the school library program; recognizing the importance of the teacher-librarian; ensuring cooperative planning time; providing appropriate staff development; and monitoring implementation of the school library program.

The second study (Oberg, 1992) examined the experiences of two teacher-librarienas as they struggled to establish a library program in a chool where the program was new to them as well as to the teachers and the principals of their schools. The same research team as in the first study

interviewed the two teacher-librarians over a three-year period. The teacher-librarians were interviewed jointly three times in their first year of practice and then separately once yearly in the subsequent years. The seven interviews varied in length from over two hours to under an hour and resulted in about 150 pages of interview transcripts. Five themes wer identified related to learning to be a teacher-librarian: academic preparation; previous teaching experience; person experiences; consulting the experts, and first year experience as a teacher-librarian.

The notion of principal support emerged frequently as a major focus in the first study and as a frequent subtext in the second study. All of the origninal transcripts of interviews of the seven teacher-librarians, five interviews from the first study and seven interviews from the second, a total of 175 pages of transcript data, were reviewed to locate references to principal support and to construct from these references an understanding of what teacher-libarians did to obtain principal support. Because the two studies inolved teacherlibrrians from two different stages in their professional lives, it was possible also to compare their understandings and actions in relation to principal support. . The five teacher-librarians in the first study, who are temed in this paper experienced teachr-librarians all had worked as teacher-librarians for more than ten years; the two teacher-librarians in the second study were just beginning their professional careers, novices in their first three years of practice.

Findings from the Data

The concept of principal support was understood by both novice and experienced teacher-librarians in terms of support for the school library program and support for the teacher-librarian.

Understindings of Principal Support for the School Library Program

The Teacher-librarians indicated that the principal shows support for the program in three ways: by working dirctly with teachers to develop their understanding of the program; by clearly demonstrating personal commitment to the program; and by using the management role of the school leader to enable the program.

In working with teachrs, the principal makes clear that teachers are expected to be involved in the shcool library program, both during the hiring process and on an ongoing basis. The principal also encourages teachers' professional development in relation to the school library program by providing inservice and by providing time for the program in staff meetings. The following quotes from the interview transcripts are examples of how the teacher-librarians saw this kinid of principal support.

> I've had all I wanted [from my principal in terms of setting future expectations, expectation for teachers... [My principal] incorporated into his interviews with teachers questions like, "How would you work with a teacher-librarian? Have you worked reviously with a teacher-librarian?" That immediately sets the expectation that if that person comes on staff, that's one of the things that they'll be expected to do... He was visibly behind the program, specifically by asking teachers to include in their long range plans how they were going to teach with me. And very visible, like there was, you know, no see-sawing about it. He really set the expectations for the staff that this was to happen. (B-Experienced TL)

> With the other teachers, [my principa] will just casually say, "Well, you could do that with [the teacher-librarian] you know." This will be in the staff room "You could work with [the teacher-librarian] on this, or maybe [the teache-librarian] know what to do with that." She will just mention these kinds of things to get me more involved with the staff. (F-Noveice TL)

> When it came time to inservice people on[the new library policy], there was no question that I got the half day and that every teacher would participate in the inservice including himself. (A-Experiecned TL)

The teacher-librarians stated that the principal demonstrates acive personal commitment for the school libarary program by making explicit statements about the value of the program, by being visible in the library, and by being a model for teachers by using the program in his or her

teaching. The principal interprets the role of the school library program to students and parents and to district level personnl and other principals. The following quotes are examples give by the teacher-librarians of their principal's active personal commitment to the school library program:

> [Our principal] decided she really wanted [teacher-librarians in her school]. She went to distreict administration and made a proposal... [She] wanted us there so much she was willing to make a proposal and go through all that just to have us in the school ... Because she felt that we could benefit them I think with a knowledge of research and a knowledge of literature ... She had the courage to hire us. (F-Noveice TL)

> [The vice-principal] and I had some wonderful units togehter last year, probably the best ones of the whole year and I did twenty-five units las year with teachers... [The principal] and I just finished a unit on Ancient Greece. .... [The principal] has made it kknown to [the dristrict libray consultant] that this shcool works and that one fo the aspects of this school's culture is the library program. (D-Experienced TL)

The principal, in his or her management and administrative role in the school, sjupports the school libaray poergram by ensuring the provision of adequate program budgeting for materials and for clerical help by arranging for the flexible scheduling that allows for cooperative planning time. The principal also ensures that the school library program is integrates into the planning and evaluating structures of the school. These quotes provide examples of how principals enable the school library program:

> [The principal] is very supportive first of all in giving me the time. I wa just flabbergasted when he came to me and said, last summer before we even started school. "I hear you have a good program but you had some constgraints last year." ... I was providing preps in the morning so therefor my cooperative planning was down to about one-third of my time. ... God knows how he does it, but he finds the time or the money to give the teachers preps through a part-time teacher who was hired in September which give me all flexible time. (D-Experienced TL)

> It's our principal who continues to mae this a successful program. ... Evey two monthe we [teachers] had a special form that we need to fill in and then it's followed by an oral interview with one of our administrators... It soays to highlight things you've done in each of your grades. Typically teachers are saying that one of the neat things they did is that they did a cooperative unit. ... In the timetables, we have what we call "Day Zeros" here. Every two weeks we have a half-day when students aaren't present and our calendar spells out exactly what happens on those days. It's cooperatvie planning in conjunction with department head meetings. (E-Experienced TL)

Understandings of Principal Support for the Teacher-Librarian

The principal shows support for the teacher-librarian in providing the teacher-iibrarian with an element of visibility and importance. The principal makes time for meetings with the teacher-librarian. The principal trusts the professional knowledge and expertixe of the teacher-librarian and gives consideration to her ideas and suggestions. The principal encourages the personal and professional development of the teacher-librarian.

> [My principal] said at one time to another principal in the foyer of the school, "Having [teacher-librarian] is great. I woudn't be without a teacher-librarian. (G-Novice TL)

> When questions came from [the superintendent] having teacher-librarians and clerks in the library, one or the other, [the principal's] opinion was that, well, she would have a teache-librarian, definitely. So, she sees the value of the teacher-librarian and I think I could go to her at anhy time for support and I wouldn't feel that I wasn't going to get it. (C-Experienced TL)

> [The principal] comes in and supports me personally by saying, "You know I like what you're doing. I like this and I love this library" She'll just walk in here and say, "I love this library, don't you?" ..She said, "We are so lucky to hav you." It made me feel so

good, so I think she appreciates the work I do. (F-Novice TL)

[The principal] supports me by including me on his department head agenda where we report on the units that are being done or in the works. ... And he also has a regularly scheduled meeting with me once a week to report on those units...we cover a log of gournd in those meetings, right down to cacility, and problems too. (E-Experienced TL0

A supportive principal would encourage me to go to different schools and seek more professional development, encourage that continually, provide funding for that so I see new ideas and see different things and it encourages me to try different things (G-Novice TL)

The novice and experienced teacher-librarians deomstrated similar understanding of the concept of principal support for the school library program and for the teacher-librarians; they differed, however, in their understandings of how theymight engender that support and in the actions to ensure ahta they had that support.

Actions Taken to Develop Prinicpal Support

Thrre has been over the past twentyh-five years a number of articles in the professional literature, directed to techer -librarians, suggesting how they might go about developing principal support, for the school library progrmand for their role as teacher-librarians (see, for example, Haycock, 1981; Miller & Spanjer, 1985). The novice teacher librarians, in the interviews held midway through their first year of practive, were aware of thenned to gain principal support but wer not actively seeking that suport:

We Really have to educate the principals ... You have to get your adminstration on side. (F-Novice TL)

I thnk [our principal] has an idea in her own mind that might not agree with what we thing [about what teachers-libararians should do] ... We would like to know how [she] perceives the library program and the role of the teacher-librarian. ... Idon't remember sitting down and saying, "We'd like to do this." with her. ... I think it was partlly making assumptions. I don't think we acutally sat down and clarified. (G-Novice TL)

In their second and third year of practive, the novice teacher-libararians wer no longer working toghether. One (G) remained in their first school and the other (F) removed to a new school that was just being opened in the district. During their second and third years of practive, the teacher-librarian in the nw school (G) continued to experience difficilties in gaining principal support byt the one who had remained in their first school (F) was beginning to more actively work to gain the principal's support, as the following quotes show:

[The principal] schould be aware of [the school libray program]. I tried to explain it to her. She was receptive, but I'm not sure she really understood it. (G-Novice TL)

I've been talking to [my principal] more about the way I think the library should go. Just in litle subtle ways ... Telling hew how the library shuld go ... Sometimes I go in on the weekends and I have really good talks with her. I just tell her what I'm doing and what I think is important ... I'm approaching her in a different way ... Communicating with her more just letting hew know and sometiems she doesn't agree with some of the things I'm suggesting, but if she suports it - and then she'll always listen to the other side of it too.....I have goals and some of these have been written down. They were written down at the beginning of the year because [the principal] always likes us to state our goals and I think that's an excellent idea. I told her some of them. I'm communicating with her very well, I feel, and I want to keep that up. (F-Novice TL)

The experienced teacher-librarians as a group wre much more direct in their communicatioins with their principals and more active in gaining the suport of their principals (although there were variations among the five). There was also an awareness that support from other administrators, such as vice-principals and district level administrators, was also important.

I asked [my principal] if I could do an inservice at once of our first staff meeting becaurw at our staff meetings we are allowed a certain amount of time for professional development. So I askid if I could do that at the September one, and I had a short inservice, an overview of cooperative planning and teaching. (C-Experienced TL)

When I'm having a cooperative planning unit with a teacher who is not quite as aware of the [library] program ... I'll tell [the principal], "I'm planning with so-and-so this week. Whydon't you drop inand see how we're doing?" So she drops in. That's the kind of support she gives. ... Subtle but realy important. (B-Experienced TL)

[Principal support] has got to be active support and it's got to be support that understands what the cooperative program is all about. Part of that is education. When we have a [new] vice-principal on staff, I make good and sure that they know how ... Cooperative planning works and I involve them in as many units as I can, because they're going to grow up to be principals. If they don't know how to run a library, if they don't know what's involved in a library program, chances are when theyget a school, they're not going to be any difference from what we've got already. And I make no bones about it. I always tell them that they're in training! (B-Experienced TL)

A lot of input on what the library program [in our school district] would be, cam from a group of us [teacher-librarians]. ...We had no policy and that disturbed me a lot ... We wrote our own policy and we just hapened to be writing it and getting it done at the right time. ... [The superintendent] went withthat policy and took it to the Board. ... in that policy are a lot of things that are necessary to establish a decent library program. (A-Expereienced TL)

The novice and experienced teacher-librarians were quite similar in their understandings of what principal support entailed, but they wer quite differenct in the ways in which they acted to ensure that support.

Literature in a Divided Community

by
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For twenty-five years Northern Ireland has been living under the shadow of civil strife, which means that the young people of the present community have known no other way of life. While the violence highlighted on newsreels is in no way a total picture of life in the Province, it is a factor which, directly or indirectly, impinges on everyone's life and colors one's thinking. Efforts to introduce such themes as Cultural Heritage and Education for Mutual Understanding into the school curriculum are at best limited, at worst merely cosmetic, and many young people have adopted an attitude of healthy cynicism, or have left the Province for life in Great Britain or further afield. The present so-called "peace process" has at best modified the tensions and afforded people a more normal existence, a state which has very quickly been seized upon as the only acceptable one.

Surprisingly, these twenty-five years have produced relatively little literature, either adult or juvenile, which deals directly with the so-called "Troubles". Perhaps writers feel too close to the events, and in another quarter of a century there will be a flood of authors looking back on experience from a mature perspective and commenting on their memories modified by time. Just as the horrors of the second world war have been recaptured by writers recalling their childhood, writers such as Judith Kerr and Hans Peter Richter, so a Northern Ireland author may well feature in the reading lists of schools well into the next century. No doubt the contrast between past violence and current efforts towards reconciliation will at some future point emerge in a fictionalized form and enter the imaginative interpretations of history.

For the present, two writers stand out as having captured the essence of life in the Province. Joan Lingard, Scottish by birth but Northern Irish by upbringing, was the first to step into the heat of the religious divide with her *The Twelfth Day of July*. The title in itself says much to anyone with Ulster connections, for that is the day of the big Protestant celebrations to commemorate the Battle of the Boyne fought between William of Orange and the Catholic King James. To many Protestants this battle of 1690 seems as recent as last week, its outcome of momentous significance. Joan Lingard captures the antagonism between the Protestant and the Catholic communities, which flares up, particularly in the little working-class streets of Belfast, before and during the "Twelfth" celebrations. The Catholic community fears the triumphant marching feet of the Orangemen, the dominant roll of the Lambeg drums, and the shrill persistent note of the fife. Protestants decorate their streets with red, white and blue bunting, dance round huge bonfires, burning effigies of Catholic heroes. Behind it all lie fear and mistrust, and this is what Joan Lingard seeks to expose in her novel, written for children but with a message for adults too. The book was published in 1970, a time of great tension, with British soldiers on the streets, rioting, killing, and an ever-widening rift between the two communities. In such a situation it might well seem that literature has no place, yet Joan Lingard was quick to see the need for some sort of imaginative articulation of prejudice and violence, and she found an answering chord in the number of children and young people who responded positively to her work.

In *The Twelfth Day of July* the protagonists are Protestant Sadie and Catholic Kevin, two young people who share a working-class background in Belfast, but who differ widely in religious and thus political affiliations. The novel traces the events from the initial stirrings of trouble on the seventh of July to the sad outcome on the twelfth day itself. What was to be for the Protestant young people a day of marching and dancing has become instead a quiet day spent at the seaside with their Catholic adversaries, while a little girl, injured as a result of the antagonism, lies ill in hospital. While *The Twelfth Day of July* offers no solutions it does end on a note of reconciliation, and hints at some movement towards mutual understanding.

Significantly, the title of the sequel, *Across the Barricades*, looks at the difficulties confronting Kevin and Sadie when they meet by chance three years after the day in Bangor. The old bantering relationship re-establishes itself and they fall into a pattern of meeting for walks along the River Lagan. But as with Romeo and Juliet, family loyalties and affiliations are strong, and they

encounter hostility from family and friends. Eventually they decide to leave Belfast and seek their fortune "across the water". *Across the Barricades* deals with their life in England, as do the other three novels in the series, *Into Exile, A Proper Place* and *Hostages to Fortune*.

More than twenty years have elapsed since Joan Lingard wrote these novels, and while the situation has changed in many ways, the world she portrays is still relevant to today's young people. The novels are read in schools as class texts, and are also popular as personal leisure reading. People and places are immediately recognizable, the speech catches the distinctive rhythms of Ulster's version of standard English, and what are known world-wide as the Ulster "Troubles" are given "a local habitation and a name".

Another writer who deals often obliquely, with the two communities of Ulster is Martin Waddell, perhaps better known for his delightful picture books for young children. Many people are not aware that the novels for older children, written under the name of Catherine Sefton, also come from the pen of Martin Waddell. Often written as adventure stories, these books have a strong narrative line, such as *Island of the Strangers*, published in 1983. Dealing ostensibly with the visit of a school party of town children to a seaside resort, the novel explores the theme of the outsider, the "alien other". Intolerance among a small group of children can be seen as a microcosm of hatred and violence in a wider community, and until the roots of prejudice are discovered and treated no progress can be made.

Another Catherine Sefton book which can be read as an adventure story but which has a Northern Ireland setting and a background of the IRA troubles is *Along a Lonely Road*, published in 1991. The setting of rural Ulster is well described, and the strains and tensions of a family under siege are memorable caught. Catherine Sefton knows Ulster and its people, can capture landscape and atmosphere, and portray its inhabitants as they really are, kind and generous, but also suspicious, closed, caught in the webs of history and prejudice. In her books it is those who dare to develop an attitude of tolerance and are prepared to look at the other person's point of view who suffer for their courage, but who are vindicated in the end.

The three novels which are usually described as the Northern Ireland trilogy, though unconnected in specific setting or in characters, do have a certain coherence and unity. *Starry Night*, the first one to be published, in 1986, and winner of The Other Award, is set in the border area between the towns of Newry in the North and Dundalk in the Republic, with the Cooley Mountains as its backdrop. *Frankie's Story*, first published in 1989, is set in a town in an unspecified part of Northern Ireland, as is *The Beat of the Drum*, which appeared in 1989. All three stories take place against a background of the warring forces of Loyalists and Republicans, with the British Army caught in the center of the struggle. In all the novels young people come face to face with the problems of growing up in a world of suspicion and fear, of irrational prejudice and its results.

Frankie, in *Frankie's Story*, strives to live with a troubled home life and the constant threat of the political situation. She eventually leaves the province for life in England, looking forward to freedom but regretting the loss of the beauty of the mountains and the sea beside which she has spent her childhood and youth. This choice of a bid for freedom may strike a chord in many young people in Ulster, who leave perhaps for a university education and do not return, or those who feel compelled to leave and seek a new life at the end of compulsory schooling. To find choices articulated in fiction and to which young readers may relate is a valuable dimension in the reading of novels, and in this way Catherine Sefton's work offers more than mere entertainment.

Perhaps the strongest and best book of the trilogy is *The Beat of the Drum*, the only one of the three written from a Protestant standpoint, and described as being "for older readers". The drum of the title is the same Protestant drum that was beating in Joan Lingard's *The Twelfth Day of July*, and it is an ominous note that is truck in Brian Hanna's street:

> The demented beating of Ollie's drum echoed up and down the Road, and round the side streets, but it wasn't a heart beat, although it made the blood race.
>
> It was the bam-bam-bam of something waiting to burst.

The protagonist, Brian Hanna, has been badly injured as a baby in an IRA bomb attack in which his parents were killed. Although dependent on his uncle and aunt, and his friends who take him out "wheelies" in his wheelchair, he is not resentful of his lot, and looks on his world with

humor and without bitterness. Like Frankie, he contemplates escape and a new life in England after the school leaving examinations, though unlike her he would like to go somewhere not too far away from home. However, the events of the week of the drums make him decide to stay for he knows that running away will not solve anything:

> "You don't have to stay because of me", Auntie Mae said. "You aren't responsible for other people. You don't owe anybody anything".
>
> But she was wrong.
>
> I am responsible. That's why I'm staying here.

The shock of his friend 's death, and the realization that Hicky has died as an informer, strengthen Brian's resolve to stay in the Province where he belongs, however harsh its punishments and retributions. The discovery of Hicky's body is treated tersely, matter-of-factly, as the rhythms of ordinary life beat out their routines:

> A woman out with her dog found him in the bushes at Hay Street, where the Community Garden for the Old Folk is going to be.
>
> Hicky didn't die there.
>
> He died somewhere else, local, in one of the little houses or somebody's coal shed, and then they dumped him with the rubbish, in the bushes, for the dogs to sniff at.
>
> There was a lot of blood in the sack.

The novel is realistic, sharp, immediate, and it leaves a lasting impression on the reader. One comes to know Brian's world and its limits, the streets, the park and the Road, the kindly but perplexed people, the potential terrorist and the bigoted informer. If there is a note of hope in the novel it lies in Brian's decision to remain in the Province, bearing witness to the sanity and tolerance which must prevail over mindless violence and prejudice if the two communities are to find common ground.

In education in Northern Ireland and more especially in Protestant schools, English teaching has always been fairly heavily weighted towards English or Anglo-Irish writers rather than towards writers of the Celtic tradition. In Catholic schools, however, one finds an emphasis on Irish mythology, Irish folk tales, and Irish writers such as Frank O'Connor or Liam O'Flaherty. More recently, with the initiatives of Cultural Heritage and Education for Mutual Understanding, the Irish tradition is being introduced also into Protestant schools, the Irish language is being taught in a variety of neutral environments so that it can be seen as a non sectarian language, the common inheritance of all Irishmen and women. There is a wealth of literature, both Anglo-Irish and Celtic Irish, which should be filling the shelves of our libraries, and it is not enough to salve our consciences with Joan Lingard and Martin Waddell. Our school libraries cater for pupils up to the age of eighteen, and these students are entitled to encounter adult writers - poets, novelists, dramatist, short story writers - from both traditions so that they can develop an appreciation of a country quite remarkably rich in literary tradition. A country which has produced Oliver Goldsmith, Jonathan Swift, Richard Brinsley Sheridan, Maria Edgeworth, William Butler Yeats, James Joyce, Oscar Wilde, Maurice O'Sullivan, Sean O'Casey, John Millington Synge, Seamus Heaney and Louis McNeice, must cherish its literary heritage and rejoice in new voices making themselves heard.

So one may well ask what is the role of fiction, or of literature in general, in seeking resolution of conflict Reading about one's own community may well focus attention on elements of what may be seen merely as a passing phantasmagoria to young people caught up in the immediate demands of home and school and adolescence. It may also turn attention away to wider issues and problems in the world, and thus show local problems from a different perspective, as small but significant in a world where intolerance abounds, where prejudice can poison personal and public life. If a writer can warn his readers against such attitudes and guide them into a sane and

balanced way of life then fiction has an important role to play in the education of the individual and ultimately in society as a whole.

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New Media, New Opportunities? The Developing Role of the School Library in Teaching and Learning

by
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Where is the Life we have lost in living? Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in information? (T. S. Eliot, The Rock, Part 1, *1934)*

The Context for Change

"Surf city here we come" is the kind of statement now emanating from the educational press: a message not only from the UK but also from across the world. The information superhighway is being heralded as the greatest of the new technologies, changing lives and education. The present information highway, the Internet, can be connected to school computers relatively cheaply - a few hundred pounds - using a telephone line, and offers apparently limitless access to the world's information riches. Teachers and pupils can even converse with world specialists on the net. Take this example from one science class in an English school:

> One pupil was investigating craters and crater sizes. He was dropping ball bearings into sand and hit a snag. So I helped him post a message to a physics "news group" and a day later heard back from a top NASA scientist, who sent in ideas and pages from a book he'd written.[1]

Why bother with a textbook?

But the net is not the only technology offering opportunities for teachers and pupils to move beyond the school in accessing information. Television is still an important teaching and learning medium, as are disk resources, CD-ROMs and media which are no longer new, but which revolutionized much of teaching from the 1960s through the 80s. Slide-tapes, audio and video cassettes, even films in some schools (although Weston Woods and other major suppliers have moved many of theirs into video format now) are still valued.

The role of technology today, though, is usually seen to mean the role of information networking in the sense offered in the example above. In most countries we have now absorbed much of the rest of technology into the everyday world of the school. It is the role of the information highway and the school that I particularly want to explore today in the context of the range of technologies being used to support learning. Not only the opportunities, but also what is unspoken in the title, but a very real concern - the threats and barriers to schools. Nothing is cost or value free, and financial and time resources are finite. Emphasis (over-emphasis?) on one resource has to be balanced against less time and money for others, especially books. The book is still a portable, aesthetically pleasing, cheap and personalized medium that is hard to beat for quality and value. Whether it is still the most effective deliverer of *information* might now be more debatable, but as the rising numbers of children's books being issued from Britain's public libraries can testify,[2] children read for many reasons other than the "quick fix" of a discrete piece of information.

Acquiring knowledge, and eventually wisdom, takes time and effort. The Internet and other technologies may encourage just the instant response, the hasty electronic mail message and gathering of the first information to hand. Learning to sift sources, to discriminate and to think is even more important than the ability to gather in vast quantities of information: and much, much more complex. A library with a range of media and resources, real as well as virtual, still offers the reading and learning experiences which can enrich children's lives as well as their wider information skill development. The librarian, too, is important for helping to deal with this complexity. More pragmatically, verbal and visual literacy have to be acquired first and books remain the bedrock of these.

Undoubtedly, the driving forces behind the new media are unstoppable. Teachers and librarians are therefore rightly embracing information technology to meet children's educational and wider sociocultural needs. They are building on the basic literacies to prepare children for an information saturated world. The National Curriculum for England and Wales has been an important stimulus in the UK, with IT a core subject from primary through to secondary education.[3] Pupils at Key Stage 4 (up to 16 years of age) are now expected to have skills which only a few years ago would have been more usually taught in university undergraduate programs:

> They identify the advantages and limitations of different data-handling applications...design computer models or procedures, with variables, which meet identified needs...select the appropriate IT facilities for specific tasks, taking into account ease of use and suitability for purpose...design successful means of capturing and, if necessary, preparing information for computer processing.

Perhaps most significant, pupils learn to "use IT to organize, refine and present information in different forms and styles...[and] select the information needed for different purposes, check its accuracy and organize and prepare it..." The Department for Education's call for responses to their recent document on the future of superhighways for education is but the latest of these UK developments.[4]

Curriculum change has inevitably meant that libraries are responding to new roles and recent research has assessed how these might be enhanced using both traditional and new media.[5,6,7,8] Perhaps the most difficult of all aspects to grasp has been IT's impact on the wide-ranging sociological, technological, economic and political changes in society. And, in turn, on all of those involved in teaching and learning - teachers, pupils, parents, employers, as well as librarians. Methods of accessing information are changing. Finding out what actually happens when new media are made available in schools and how it affects these stakeholders is an important area being investigated.[9]

The relationship with other information providers, especially public libraries, is also becoming more significant. Technology is its own driver: the fact of increasing cable linkups means that information networking is a reality not just a vision for the future.[10] Almost all homes in the UK are likely to be cabled up to a broad-bank network within the next ten years, with fibre optic connections to every school, public library, health center and hospital.[11] Other countries are even further ahead, with many of the major cabling companies installing cables into schools in the U.S., for example, as a public service.[12] In his State of the Union Address in January 1994, President Clinton stated that:

> We must work with the private sector to connect every classroom, every clinic, every library, and every hospital in America to a national information superhighway by the year 2000.[13]

Changes in education are an important element in this tooling up for the future, with children's school experiences directly influencing the impact of IT on their parents, and hence on society at large. Children are bringing their IT skills into the home. By 1992, nearly six in ten households in Britain with children aged between 5 and 15 had a home computer, more than four times the proportion of households without children. More than nine in ten had a color television, with half of 7 to 10 year olds having a TV in their own room, and nearly seven in ten of 11 to 14 year olds.[14] There is a clear analogy with the impact of children's literacy in the eighteenth century on the adult population. Then, too, it was the children who brought new media into the home. Remember John Clare? Both his parents were "illiterate to the last degree"; it was the young Clare who brought them books from the travelling chapmen and the experience of reading.[15] Perhaps our information society is not so different, then, from that of earlier societies, despite changes in the technology of information transfer. Questions of the ownership of information, access and cost have been issues since the first mechanization of printing. Universality of access and ease of use are what distinguish this revolution from that begun by Gutenberg, but the revolutionary nature of the changes in communicating information is strikingly similar.[16]

Children are comfortable with the new multimedia, they switch with ease from computer to television to book, exploiting each medium for their own needs. Any problems in using new media, or perceptions of threat to the book, have tended to lie with adults not children. For children, the context of rapid technological change is an accepted fact of their world. Difficulties are more likely to lie with helping them to exploit the new media most profitably. Teachers, librarians - and parents - need the knowledge and foresight to guide young people through the information maze and provide them with the skills to navigate it more effectively.

Technology as a Support to Teaching and Learning

There has been rapid development over recent years in the availability of various technologies in schools to support these skills and facilitate teaching and learning across the curriculum. This has been very marked in the U.S. From routine computer applications in educational management: word processing, accounting and timetabling, to interactive media, simulations and remote access to databases.[17] Computers have been used across all of the school's functions.[18] In the UK, too, there has been recognition that schools need to use IT as a broad support to their management in order to become more efficient, as well as exploiting computers within the classroom. Following the 1988 Education Reform Act, local management of schools has been implemented, with schools responsible for their own budgetary control. With this has come the assumption that schools should plan, that resources should be more accountable and that school managers should be accountable for achieving plans.[19] Consequently, there is more need for information to support planning and resource allocation and for monitoring and control. Computerized management information systems offer greater efficiency in the increased information- processing activities now needed in schools, and can also provide better communication to teachers, governors and parents through clearer presentation of data. Many of the systems used in schools have been developed by local education authorities, which also makes comparability of data between schools possible.[20] Technology is therefore being used to support the administrative aspects of teaching and learning as well as classroom and library and information service work within a school. This is a common pattern throughout many developed countries, with varying emphasis on the different needs.

In the U.S., for example, there appears to be particularly extensive use of IT in the classroom. A 1990 study found that 96% of all public and private elementary and secondary schools had computers.[21] Computer aided learning/instruction (CAL or CAI) in the elementary school developed in earnest in the 1970s and 80s,[22] and has continued to provide new possibilities, especially in the field of special educational needs at both elementary and secondary levels, where improving pupils' motivation and offering positive feedback is so essential. One issue, though, is the speed at which the technology is changing. Built in obsolescence means that budgeting for technology has to be included in schools' plans.[23] There is some danger that libraries will postpone decisions on purchases as they wait for the "next generation".[24]

The impact of the National Curriculum in UK schools and the impetus to provide more computers in schools in recent years has had a similar effect to that in the U.S. More has been spent on computers and other IT. In 1995 there was an average of over 85 computers per secondary school and 10 per primary school and expenditure in English schools on IT had risen from around #20 million in 1984/5 to nearly #180 million in 1993/4.[25] IT teaching is becoming more closely integrated with other activities as computers spill into every area of school life.

Most exciting of all, has been the way in which school library and information services have exploited technology to support teaching and learning. There promises to be a much clearer integration of the library with schools' main functions as a result, and also the potential for enhanced access to more resources. One of the most obvious differences IT has made to many schools is, first, the availability of whole-school resources on OPACs, not just those materials physically situated within the library. Until recently, and still the case in some places, librarians and teachers maintained card catalogues or used small curriculum-based databases. In the early 1990s, library systems producers began to adapt existing systems to meet the demands from schools and bibliographic data could be downloaded on CD-ROM, so making the task of transferring records onto the computer feasible.[26]

Some schools took a considerable time, though, to come to terms with the technology, especially where those teacher librarians in charge of the library were not computer literate and

had only basic librarianship skills. This comment, from the teacher managing a traditional, book-based library in an English grammar school is not untypical:

> For the better part of a decade we had been searching for a computer system that would suit our needs. The system had to be usable by people like me who knew next to nothing about computers...[27]

There has been the need in those schools without the services of a qualified school librarian (still the general case in the UK) to ensure that systems can be quickly and easily learned. The educational rationale for the system has also needed to be clear. Criteria for choosing systems have therefore been based on the practical benefits to the school and a business-like approach to suppliers. Considerations have been:

- the reputation of the supplier
- the effectiveness of the demonstration of the system
- the useability of the system, including ease of searching
- cost
- availability of support
- plans for future development.[28]

A second way in which libraries have supported IT in teaching and learning has been the provision of computers and other technology within the library, for use by teachers and pupils. The library/resource center will be a focal point for information provision within those schools which have implemented such a policy. As the American Library Association's Guidelines for School Library Media Programs argued, the school library should provide "an abundance of appropriate learning resources in many formats', together with equipment, space and personnel, but also planned activities and services to help pupils and staff in their interactions with those resources.[29]

What this means in practice is that the librarian will see information from a range of media as a seamless garment. The range of activities carried on in the library will be equally varied and will also be targeted at specific learning outcomes:

> The term school library media center conjures up pictures of: students deeply engrossed in reading - at a table or comfortable sprawled out in a "reading corner"; students using various information resources, either books or computerized information services; a circle of younger children enjoying a dramatic reading of a story; or a group of students working with the library media specialist in producing a video presentation.[30]

The same concept is implied in the UK Library Association's guidelines for school libraries, although there is not an equal acknowledgement of the changes that IT is making to the kinds of support now required.[31] Partly, this is due to the relatively poor resourcing school libraries in the UK have received. Expectations of requirements are high, but there is an acceptance that basic book buying budgets take priority. The time is probably right for a further policy statement from the UK profession, with guidelines, to consider IT provision and especially the role of the Internet. There have been several studies of aspects of IT use in UK school libraries,[32,33,34] but no overarching consideration of the future role of the library. The current work being undertaken in the National Council for Educational Technology project on "Libraries of the future" could well provide the basis for such a statement, given the wide remit of their study:

> The project aims to develop a realistic vision of educational libraries of the future, focusing on:
>
> - the impact of new technologies on access to information and resources;
> - the subsequent changes in the processes of learning;
> - the changing roles of those involved in supporting the learning process;
> - the skills students need to maximize these opportunities.[35]

There is already some evidence that libraries in the UK are being considered the natural locus of IT activity in schools. Research into the role of school libraries in implementing the National Curriculum found that librarians were being regarded as sources of professional advice and support for teachers and pupils on the use of IT[36] and that IT was a catalyst for change:

> The integration of the library in the school has always been problematic but with IT has come the opportunity for librarians to demonstrate their collaboration with teachers on curriculum delivery more thoroughly than ever before.[37]

In other countries, the picture for school library provision of IT is varied. Finance, as always, is a principal factor. However, there appears to be universal acknowledgement that IT is a major resource and that information networks will play an increasingly important part in supporting teaching and learning.

In Australia, two influential reports considered the range of technologies available and how these might be used to enhance educational access.[38,39] As Clyde notes, these were not isolated reports, but reflected interest in and discussion about technology in education throughout Australia, at state as well as federal level. Online information services, including SAGE (Science and Geography Education), electronic bulletin boards, electronic mail, optical storage media (CD-ROM) and other software have been developed and used in Australian schools, with libraries becoming increasingly involved. However, as in other countries, problems of compatibility as well as acceptability are having to be addressed.[40] Developments built on work in the 1980s with online electronic information systems, systems which were not only useful to teachers as sources of up-to-date information, but which helped in teaching information skills.

The information skills movement, which began in earnest in the early 80s, with considerable impetus from a UK Schools Council report, [41] resulted in a veritable avalanche of projects in the UK, the U.S. and Australia in individual schools as well as at national levels. In the UK the Microelectronic Support Unit was established to help coordinate information on the various UK initiatives for the application of IT in schools. In Australia the School Libraries Section of the Library Association of Australia produced a major report on online information services for schools.[42] Reports expressing pious hopes may, of course be removed from reality, and it was important to identify the impact of projects. In a preliminary study of the use of electronic information systems in Australian schools it was found that, despite interest, motivation and the availability of computers in schools, there remained problems. One was that electronic information systems were not widely accepted in primary schools. The second, and especially concerning for librarians, was that some systems were not situated in the library, but were being seen as the preserve of computer studies departments in schools, with library personnel having minimal input.[43] This was also found to be an issue in one British Library study; librarians had to manage their relationships with subject teachers to establish their role as information specialists. Generally, they were doing so.[44]

In Canada, automation of school libraries developed rapidly from 1989 on; before that the pace of change in schools had lagged behind other information sectors. This mirrors the situation found in other countries, where public libraries, for example, had often been automated and with on-line access much sooner. Academic libraries, too, had begun to automate their systems in advance of schools. By 1992, systems were being specially designed for or substantially modified to meet school libraries' needs. Input, storing and display of records in French as well as English were particularly important in the Canadian context.[45,46,47] Full-text indexing and searching capabilities were being used increasingly, and local area networks implemented. Tooling up to exploit wider information resources on the net was well under way.

Inevitably, the situation in less developed countries lagged behind. In Nigeria, for example, computers were until recently only used within the country for accounting purposes. A review of automated library and information services in 1993 found that no school libraries had computerized databases up to that time, although a few schools had begun to introduce computer studies into the curriculum. The difficulty is one of financial resources, but also of professional education and training. Librarians and teachers require practical as well as theoretical instruction in how to implement IT in support of teaching and learning.[48]

All of these varied levels of support do beg the question, though, of the actual, as opposed to the intended, impact of IT on pupils' learning. In the U.S., as in other countries, instruction in the use of computers and other electronic technologies has been in the hands of computer teachers, with backgrounds in the sciences: often computer studies or mathematics. For librarians, it has been difficult to keep up with this level of expertise, especially as the technology changes so rapidly and the applications become more complex.

> Technical literacy demands not only knowledge but also competency with computer hardware and software and other equipment such as optical scanners, modems, videodisc players, and CD-ROM players. All of this equipment operates through intricate networks, fiber-optic cable, advanced on-line information services, or by satellite. While school library media specialists are justifiably overwhelmed by these instructional developments, the need for their services in this area continues to increase. As a result, questions naturally arise concerning the degree of technological mastery that should be required.[49]

But clearly it is essential that librarians do see themselves as partners with teachers, especially those teachers without specialist computing knowledge. The librarian's role is to provide, through the library/resource center, the mediation between the teacher and the technology which will help support pupils.

There are practical ways of achieving this.

1. Developing IT awareness within the library itself - through updating on IT issues and networking with other IT specialists in the school.
2. Introducing new services gradually, one at a time.
3. Joining appropriate professional groups.
4. Fitting the library's developments within the school's IT strategy.
5. Being flexible and acknowledging when systems have lost their usefulness.[50]

This pragmatic approach has tended to characterize the examples of successful IT implementation,[51,52] successful in that they have made a difference to pupils' learning experiences.

Out With the Old? New and Old Media

This last point is crucial. Too often, when dealing with technology, the medium is seen as valuable in itself. The system is the thing.

> The real question to be asked is "what is gained for users by applying technology to library media functions, facilities, services, collections, and overall programs?[53]

This is not only true of IT in libraries; the introduction and development of IT throughout the school has tended to fixate on more and better computers, more software, and now, more access to the Internet. Schools have to deal with the realities of young people's experiences. Acknowledging that computer-based resources are becoming more and more important in their lives is, therefore, essential. Resources are available on floppy disc, CD-ROM, and through online resources and services. They are now so numerous that navigating them has become a specialist task.[54]

The Internet is the most exciting of all of the resources now being made available, and also one of the most difficult to control. It began as a U.S. military network, and became linked to educational and research organizations, gradually becoming linked up to similar networks in other countries, including JANET, the UK network for academic institutions. Commercial organizations have also become involved and around 25 million users have been estimated as users worldwide. Users have access to a range of services, including: electronic mail, electronic publishing, bulletin boards, data files, catalogues and illustrated guides, software, maps, newspapers and books in full text.[55]

However, its huge size not only presents the problem of too much information. The quality of the resources cannot be guaranteed. This means that the role of the information specialist in selecting resources for use in the classroom or library is critical. Guides to the Internet,[56,57,58] and the librarian's specialist knowledge in interpreting them, are needed. While the value of Internet

resources to children is still being evaluated, the early signs are promising. In one UK project, Project Connect, seven schools are piloting use of the Internet, modelled on similar work in the U.S. A key part of this project will examine support to special educational needs pupils, who are seen as those likely to benefit greatly from enhanced access to computers.

> As far as our kids are concerned, they have failed with pen and paper...They don't like writing but they'll sit for hours typing a letter at the keyboard...email gives students a sense of common purpose and much more enthusiasm to learn to read and write than books.[59]

Other pupils will be able to view educational information from databases in universities, libraries, museums and government departments around the world. Pupils will download on to the screens of their PCs where they will view it at leisure. There will still, therefore, be the need for children to discriminate amongst the welter of information they gather. Which data are relevant to their particular project, is it accurate, how does it relate to information they may have read or viewed elsewhere - in a book, or a CD-ROM for example? Those nine main steps that pupils follow in completing an assignment, first identified in the 1981 Schools Council study[60] are still relevant:

What do I need to do?
Where could I go?
How do I get to the information?
Which resources shall I use?
How shall I use the resources?
What should I make a record of?
Have I got the information I need?
How should I present it?
What have I achieved?

However, their relevance is also, increasingly, for the teacher or librarian selecting resources to meet pupils' needs on the Internet. Just as with the vast array of published material available worldwide, so it is with networked resources. Selection is needed. A particular problem has been that of pornography online. A recent study at Carnegie Mellon University found nearly one million sexually explicit computer files available, many of them even more explicit than those found in adult magazines. Government control of the Internet has proved impossible, though, and it is therefore important that information professionals regulate use within schools through the appropriate software.[61] Home use of computers by pupils presents an intractable problem of monitoring access.

CD-ROMs, which now offer a multimedia format combining sound, color and pupil-computer interaction, have proved more tractable. The ability of pupils to control the pace, depth and direction of their learning has been especially valued by teachers. Since 1991, the Department for Education in the UK has provided around #17 million for projects which put CD-ROM drives and disks into schools.[62] An evaluation of CD-ROM use in schools, carried out in 1992, found, however, that an adequate number of curriculum-relevant disks was not yet available and that there was a danger of pushing hardware into schools before suitable disks were ready. There was also a problem of access. CD-ROM was highly attractive to pupils, and demand was growing. Cost, too, was an issue. Despite these problems, there was felt to be great potential for encouraging students to learn and for bringing together librarians, pupils and teachers i new partnerships.[63] A number of publications from the National Council for Educational Technology has provided support and advice to teachers and librarians in selecting valid resources together.[64,65,66,67]

While these media are being seen as offering new opportunities, the book still remains central to most pupils' learning, even those with special educational needs. The world is paper-print based to a great extent. Also, information books continue to offer more to children than mere information gathering for school purposes. A recent study of children's reading habits found that a combination of information books and novels had helped them with a personal

problem, and books about hobbies formed a large proportion of their voluntary reading.[68]

Ways Forward: Planning for Change

Much of what has been discussed thus far suggests the ideal: library resource centers plentifully stocked with books, together with a range of new media, and sufficient funding to ensure a balance between them. Realities are frequently different. There is likely to be the need for hard choices at some point. New books to support the National Curriculum or adding a CD-ROM drive. With the Internet, there are hidden costs after schools have found the #200 for the modem and #120 for a year's subscription to a service provider. Just an hour's connection a day will add about #500 a year to a school's telephone bill, or if the service provider is more than a local telephone call away, around double that figure. Controlling access to the Internet and ensuring fast and efficient use will therefore be essential for schools. The services of the librarian as a professional information seeker will be even more essential than in the past to exploit networked information resources.

CD-ROM disks are also frequently expensive and variable in quality. Care needs to be exercised in choosing what will meet the needs of the curriculum. Focusing on planning will help in finding a way through the technology maze and the contradictory benefits/disadvantages of CD-ROM technology. Products can have good search capabilities, or offer little more than a picture on a page, use good graphics or none at all, offer full text or only indexes or citations, be expensive but still cost effective, be well advertised but not reviewed, be easy to use but difficult to install on some computers. Assessing needs, funding options, management strategies and long range planning are aspects of the planning process to be considered.[69] There are further questions that need to be asked before buying CD-ROM disks:

What are the specific instructional uses for the resource?
Quantifying them is important.
How will pupils obtain the information cited? There may be further cost implications for document delivery.
What skills learned in using the product can be transferred to other information sources?
How many teachers would be interested in this resource?
Can a demonstration be arranged and a discussion with a user?
How will the information be updated?
What about the subscription price for the paper index?
Would it be more cost effective to access the data online?
Is there compatible software for the school library's computers?

Similar kinds of questions have to be asked when developing networks between schools and other information providers. Wide area networks offer tremendous potential, possibly even more practical benefits than access to Internet resources. The ACCESS PENNSYLVANIA interlibrary loan network, which began in 1986, offers a union catalogue of public, school, academic and special libraries in a CD-ROM format with over a million titles. Many of the participating schools use an integrated approach to teaching library skills, so that research skills are introduced when pupils need to use the skills in a particular subject. Periodical indexes might be discussed when students prepare reports on current information topics in social studies or science, for example. The resources are then available through the network.[70,71] The importance of such networks is that schools link in to the resources of their communities. Academic and public libraries have huge collections and expertise which could be used within school curricula - if policy can be adjusted and the necessary funding for running costs, maintenance and document delivery released.

Public libraries in the U.S. and UK are now showing more interest in networking through the Internet.[72,73] Almost half of the library authorities in the UK now have OPACs and there is pressure building for librarians to take an active part in developing community access through the Internet.[74] Criticism, too, that the recent Department of Heritage Review of public library services[75] has done little to map the way forward.

> It does little more than hint at how the interconnectivity of public libraries can increase the range and quality of services, or how the concept of the regional hyperlibrary [proposed by the Review team] will change the face of what we do. Are public libraries expected to give up some of their traditional core functions? How will the funding of these developments be achieved, given that currently we have library authorities who cannot or will not make any significant investment? What would a hyperlibrary look like? What would it do? The questions go on and on.[76]

Interconnectivity between public, academic and school libraries will become more and more of a reality as the potential of electronic networks is realized, but political direction is needed to release resources and encourage the will to develop partnerships. This was certainly recognized in the Library and Information Services Council Report, aptly entitled *Investing in Children*, in which it was recommended that a Charter for the Child be jointly drawn up by all departments of a local authority and that an integrated strategy be produced to meet the child's information needs, encompassing public libraries, school libraries, the schools library services (usually provided centrally by the public library service to support individual school libraries[77]) and involving other agencies.[78]

The new opportunities for schools lie not only in the kinds of distant connection noted at the beginning of this lecture - talking to a NASA scientist about a basic physics problem - but in tieing in to these locally available resources. In my own university, we are excited by the possibility being opened up by network connections, using the university as a gateway, for schools, colleges, public libraries and research institutions in Leicestershire. A commercial cable supplier sees the potential for extending their market and cabling local institutions as well as homes. Access to the Internet will be the goal, but sharing training and technical support will be equally important. This kind of initiative will answer the needs identified by the National Commission on Education:

> to move the emphasis away from the technology itself towards the educational solutions it provides through central exploration, experimentation, evaluation, and promotion;
>
> to improve access to expertise and models of implementation through attention to diffusion of good ideas on methods of implementation and availability of ongoing support;
>
> to establish a strategic approach to the use of IT in each institution, with each developing an overall planning framework.[79]

There are other, more extreme scenarios: that libraries as we know them will disappear and the book become obsolete. Some of this is to be welcomed - anyone on the Internet can click through Library of Congress exhibits - some terrifying. The chaos of global diffusion of media could mean that information loses meaning as it splinters into ever more discrete bits.[80] There is so far no sign that books will indeed lose out; book sales remain buoyant and publishers are responding imaginatively to the challenges. The role of the author may change as "free" information becomes accessible through networks, but the need for information specialists to sift information and ensure that children and young people receive a quality product and are taught the necessary skills to discriminate for themselves, looks set to remain for the future. Locally led initiatives promise to exploit the best of this expertise and target resources most effectively in order to make some sense out of the information revolution for young people.

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The Child, the Book, and the Internet

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To close an international conference, of an organization concerned with books and children, you have a contradiction in terms: a children's literature theorist, interested in where children's books come from and go to. It seems appropriate that at what seems to be an historical turning point in the way in which texts are mediated to children we should explore the future of children-and-books internationally; address no less a subject than the World as it Is and the World as it is Going to Be!

And I would like to begin with Internationalism, something which in the past, may have been an ideal; in the future it seems likely to be a necessity.

I have recently completed the Routledge *Encyclopedia of Children's Literature* which contains among its 450,000 wordsand 34 articles something about virtually every country or region.

Children's books are often, perhaps sentimentally, seen as a hope for the world, a unifying force, and as an anti-nationalist, a globalist, I might be expected to proclaim this view. Unfortunately, my editing experience left me feeling really rather ambivalent. It turned out to be a ticklish political problem: what is Politically Correct? Even in selecting the countries and areas to be covered there were sensitivities to be taken into account, which resulted, for example, in there being two entries on Germany, and two on Canada. I also realized that I was, am, hopelessly Anglo-centric. The point of revelation came while I was editing Anne Pellowski's article on internationalism, and I found that I didn't know how to enter a name in the bibliography. Which was the patronymic? First, second? Did it matter?

I then began to realize that there is no universal mindset towards the child or children's literature. The realization that concepts of story, of value, of purpose, of the significance of the book, let alone of the child, were hugely varied came as a shock. As Shirley Brice Heath put it, these matters become the concern of the anthropologist for

> In the final decades of the twentieth century, children's literature, like certain food, songs, forms of play, and health provisions, could be acknowledged as being native only to certain societies. (*The Braid of Literature*, 180)

I was left with an impression of vast diversity, of illuminated items and recurrent themes. For example, the American world authority on children's magazines, Marianne Carus, informed me that 75% of children read magazines in North America, whereas readership in the UK is disappointing; in Russia political change has meant a decline in the numbers of magazines, while in Africa, there are many but they are short lived. Anne Pellowski pointed out in her work across cultures that Islamic culture precludes the use of pictures in certain sorts of literature, and that picture books are distributed at Buddhist ceremonies honoring recently deceased family members. In the shift from oral to written culture, there can be problems of orthographies not adequately presenting the language.

In some cultures, the very concept of the Book seems to be in question: here is Birgit Dankert on Africa:

> These cultural imports elicited then (and still elicit today) the same ambivalent mixture of respect and rejection which characterizes African reactions to so many other borrowings from former colonial powers.

Obviously, this is cultural colonialism which can also be seen in terms of the colonization of childhood. Even that obvious method of breaking down cultural barriers, translation, suffers from gross Anglo-centricity: very few titles indeed are translated into the dominant world language.

All of this leads to some uncomfortable questions. Can we make any generalizations about the book and the child, because the value of the book varies, and childhood is not able to be defined except very locally? What on earth do we have in common around the world? It seems that

children's literature is as likely to be more divisive than uniting. Athough that might be no bad thing in that it can be anti-colonial, stressing local culture and nationalism, and producing propaganda.

On the other hand, the world is wide, and we might take comfort in its diversity; the bibliographies of the *Encyclopedia* yield some intriguing titles -- from Nigeria: D. O. Fagunwa's *Forest of A Thousand Deamons*. On the very first page, the reader is given a direct instruction to treat the book as though the author were a drummer performing the story and they, the listeners, were dancing out the appropriate responses... Finland: *Sigmund Freud's Fatal Cold*; Sweden: *Else-Marie and the Seven Fathers*; Holland: *Slowly, As Fast as They Could*; Spain: *The Same Stone*; Portugal: *Noah's Ark, Third Class*; Germany: *Proletarian Fairy-Tales*; *What Does the Mouse Think on Thursday*; Austria: *The Granny in the Apple Tree*; Poland: *The Bottomless Jug*; Lithuania: *White Wind*; Israel: *A New Hat*; Urdu: *Cricket Match*; Mongolia: *The Snap of the Whip* ; Japan: *Candyfloss*...and books with untranslatable titles.

Thus my first conclusion is that this diversity may be inspiring to some, bewildering to others,but what could possibly bind them together? It cannot be a concept of "childhood," which differs from day to day, from street to street. Could it be the "common myth-kitty"? Are all stories the same story? A Maurice Saxby argues:

> While folk and fairy-tale, myth, legend and epic hero tales are all threads of one vast story, it would seem that myth, a universal phenomenon, is the progenitor...Mythology gives rise to ceremony and ritual, an ongoing necessity in human behavior [e.g. tribal in Northern Ireland, or in Universities] ... Moreover, myth is rich in symbols, and human existence is governed largely by metaphor.

That sounds optimistic, but the implications of something so reductionist may be that the stories are not actually interesting of themselves, and that they can be processed into anything. Or could it be that we (when we talk about children and books) bound by certain common beliefs and common socioeconomic drives? There is a worldwide belief that literacy is essential, for all sorts of good reasons from reducing infant mortality onwards. As Sheila Ray suggests

> There is a similar underlying pattern throughout all this, a progression from the oral to the written, influenced by and social, economic conditions in virtually all cultures.

Or is it the universal appeal of Narrative? Margaret Meek's introduction to the *Encyclopedia* suggests that narrative the most common theme to emerge - and yet Western culture has tended to downgrade narrative. As E. M. Forster lamented:

> Yes - oh dear yes - the novel tells a story...That is the highest factor common to all novels [and children's books], and I wish it were not so, that it could be something different - melody, or perception of truth, not this low atavistic form. For the more we look at the story...the less we shall find to admire. (*Aspects of the Novel*, 40)

But it is important that we do not see narrative in western terms. Anne Pellowski:

> But many cultures have stories (and other cultural artifacts) that are expressed chiefly in circular or spiral terms. There might be a "beginning" but there is no real "middle" or "end". Cumulative stories in some cultures do not have a climactic event that then triggers actions moving stories to a final conclusion...Instead there is a...series of events that can go on *ad infinitum*; they can begin or end at almost any point.

But every writer in the book endorsed the idea of narrative as what Barbara Hardy memorably called "a primary act of mind", and there is a widespread view, voiced by Aidan Chambers that:

> In every language, in every part of the world, Story is the fundamental grammar of all thought and communication...By telling ourselves *what happened, to whom, and why* we not only discover ourselves and the world, but we change and create ourselves and the world too. (*Booktalk*, 59)

Narrative, then, is important, although in precisely what way is not so clear.

Childhood, myth, narrative - all of these let us down if we are trying to make sense of the past.

What, then of the future? I would like to offer two images: and to explore their implications.

The first is in England; breakfast time, in my house. There is one daughter reading a book on the stairs, another reading over her breakfast, and another reading while playing the piano. We have no TV: we're a book family; Amy, aged ten, has forty seven books around her bed; we read books, aloud, each evening; Chloe has been unable to sleep, from the age of fifteen months, without books under her pillow; we have over five thousand children's books in the house; they all have library cards charged to the limit; Saturday morning sees them dressing up as book characters and acting out complex versions of *Swallows and Amazons* or *Little House on the Prairie*.

My second image is in the house of a friend of mine in Boston, Massachusetts. There I found some books, two computer terminals and my friend's daughter, aged ten, surfing the internet.

Is one of these images a past ideal, the other the future?

Let us take first my book-centered children; are they the culmination of our ambition for literacy--what school librarians everywhere would aim at? After all, other children visiting our house have a problem: they don't know how to listen to stories. And so my children's lifestyle is the result of a belief in a certain kind of childhood which has within it a faith in reading--a faith that lies behind almost all concepts of literature and literacy, a faith that privileges certain kind of reading--what Aidan Chambers called "intergalactic" rather than "flat-earth" reading. And hidden behind its reasonableness is an allegiance to a particular world-view of reading's possibilities and benefits, and a further belief that certain sorts of books supply this kind of experience.

And as a result, my children are becoming outsiders to their peer group who inhabit a non-book culture: to their friends, books=school. In their peer culture, the book is often downgraded as "other".

All this is very divisive, often along social class lines, and therefore I would argue strongly that we should pay attention to the fact that "non-book" children are inevitably getting a kind of enjoyment--making a kind of meaning that is inaccessible to us, and which may, ironically, fulfil the concepts of "literary readings" held by "book people". We should not in our turn denigrate "flat-earth" reading: reading is reading is reading; book reading should not be privileged over other forms of story/media experience.

Thus we should regard "literature" as an inappropriate term for the discussion of children's reading; it is a repressive concept, designed, perhaps, to make sense of a huge quantity of textual material. The approved "classics" - as validated in a series like Oxford University Press's World's Classics - represent perhaps two books a year out of countless millions. The canonical concept of literature (and of art) excludes unimaginable talent: after all, one day's output of fashion magazines probably represents more artistic talent, ingenuity, and even genius, than the previous five hundred years. A particular world view of stratification, control, discrimination, is inherent in the idea of literary standards which claim to be (or aspire to be) authoritative but which are actually like the emperor's clothes.

If we are tapping into this mystery of what meaning children make from books, we have to see them making it within their own culture, as well as in relationship to other cultures (such as that which validates "literature"). And perhaps even more seriously, if we see certain kinds of books and certain kinds of narrative as inferior or *unrewarding*, then we are potentially ignoring the vast impact of *other media* - writing and text in the broadest possible sense, and thus losing touch with the inevitable future. Whose culture will it be, anyway?

Which brings us to the second image: Surfing the Internet. That "surfing" image seems to me to be remarkably apposite. Surfing is free, fast, skillful, dangerous, and on the surface - but what a surface! And it is not for the unfit, or the old; it is essentially new, exhilarating, and not exclusive. Computer surfing gives the surfer access to the world: to millions of users, links, bits and styles of information - in fact, to a different kind of story. **NOT** just a different way of telling the same story, but a different kind of story.

If you hear an echo here, it may be of Aidan Chambers; in 1982, talking about "The Child's Changing Story", he had an idea of what was in the wind. He saw the great concepts for change as Relativity, Space exploration, Gender, Nuclear Fission, and (in 1982, looking for a word) Television

"or the microelectronic book". Chambers noted how TV changes not only the form of story, but potentially changes story itself. In fact, I doubt if that has happened very widely - television has proved itself to be, in a sense, a machine for reading the narrative forms. Chambers also mentioned a passing craze, that of "choose-your-own-adventure" books, and pondered on the way in which it changed the relation between writer and reader: who was now responsible for the story?

Of course, the early "choose-your-own-adventure" books were actually simple, linear, and not really free; the recent transference of the idea to the multi-media computer made the game more complex, but essentially it remained the same.

But what the concept did do, was to focus or crystallize some fundamental changes for the westernized reader: quite simply it changed the concept of narrative. With the Internet, we can interact with all manner of stories--remake, revise--we can change the narrative: change the pattern. We are, in fact, in a regressive process, perhaps, back to the non-written era. We have been spectators of story for a long time; now we can become involved, as actors and writers; first you make up the endings from the choices given to you - and then you become the narrator and make your own endings.

To produce an internet narrative, or a hypertext narrative, we are rapidly approaching not so much the death of the author as the birth of a million authors, and the materials from which they construct those stories is nothing less than the minds of all the planet.

This is true of both content and form: we are no longer bound by the myth-kitty: in those early "choose-your-own-adventure" series it was possible for the authors to take almost any genre and present chapters which were "standard" scenes, elements, plotemes. That is not necessary now! Similarly, narrative: the ways in which the elements of the stories are presented/woven /imaged is now changed; video bytes, fragments, distortions, sound, vision, word, virtual reality...the necessities of linear organization no longer apply. There are new logics--fuzzy/hyper/simultaneous - true multi-media activities are available. Tte fragments become building blocks in an immeasurably complex way. We become actors and authors.

The implications are huge from the progressive decay of authoritarian rule to the idea that keyboard skills are more important than handwriting. Is not only the book, but the written word, a thing of the past? Aidan Chambers, recognizing that relativity leads towards chaos, wrote:

> It seems...important to me, especially in writing for young people, not to submit to incoherence, but to search out new patterns of coherence and ways of making stories that represent these new patterns. This is indeed the narrative problem of our time. If we ignore it and retreat into the old ways, or simply suffocate in incoherence, then Story will fail us and our literature will become one long suicide note! (*Booktalk*, 67)

And, although he didn't mean to, C. S. Lewis contributes directly to this. His central image in his seminal article, "Of Stories" (1947) was of a net. Narrative is a net in which we catch something else..."

> In real life, as in a story, something must happen. That is just the trouble. We grasp at a state and find only a succession of events in which the state is never quite embodied. If the author's plot is only a net, and usually an imperfect one, a net of time and event for catching what is not really a process at all, is life much more?...The bird has escaped us. But it was at least entangled in the net for several chapters...How many 'real lives' have nets that can do as much?
>
> In life and art both, as it seems to me, we are always trying to catch in our net of successive moments something that is not successive. Whether in real life there is any doctor who can tell us how to do it, so that at last either the meshes will become fine enough to hold the bird, or we be so changed that we can throw our nets away and follow the bird to its own country, is not a question for this essay. (20-21)

But it is a question for us.

It is not the TV but the computer which is making a change: that change is about *information*, and the line between fiction and nonfiction, discourse and story, teller and told is becoming finer by the day.

What are the hard questions? Are we losing childhood? Yes (but it is only one type of childhood). Are books on the way out? Yes: genuinely at revolutionary point here. Isn't the book is fighting back? No, generally. BEWARE the book that looks experimental: even iconoclastic books like *The Stinky Cheese Man* are all either intertextual to an old tradition, or intramedia.

Thus the new era is likely to be intermedia, not intramedia - and female. In all this, one underlying thread must be the dominance of the female in children's books - female writers, lecturers, publishers, readers - and it may well be that they have at last found a narrative form which is theirs.

I think it is important that a conference like this, *Sustaining the Vision* should at least end on a note which does not only sustain old visions, but nurtures new visions. We are at the point, of thinking the unthinkable in terms of story; where the role of the library may either become that of the archive or that of the interstices of the net, the facilitator, the traffic police.

I am as fond as anyone of the vision of my daughters curled with their books in a world of childhood that I can temporarily give to them, but I am constantly aware of that screen in the corner, which actually looks out to a world which they are going to have to live in the future.

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Sustaining the Vision in Brant County Board of Education in Ontario, Canada

by
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Introduction

This paper is about "Sustaining the Vision" of the Ontario Ministry of Education directive, *Partners in Action: The Library Resource Center in the School Curriculum* (1982), in one medium-sized county board of education in the province of Ontario, Canada, the Brant County Board of Education. It is about the CRDI (curriculum review, development and implementation) strategies that I have used to make that vision a part of the way the Brant County elementary schools think and operate. It is also about changing times and what needs to be done to sustain the vision in this rapidly evolving context.

Vision

The *Partners in Action* educational directive describes the purpose and the process for integrating the library resource center program with the school curriculum. It explains its purpose as helping learners to learn how to learn independently by interacting with a variety of resources, resource based learning. It describes the integration of information skills throughout the curriculum through the cooperative planning, teaching and evaluation of resource based programs by teachers and teacher-librarians, as its process.

Partners in Action also provides implementation direction in the form of role descriptions for the teacher, the teacher-librarian, the principal and board/system support staff. It provides a graphic picture of what the steps towards this approach will look like, in a transitional chart. *Partners in Action* describes the change from an isolated school library to a library resource center that is at the heart of the school curriculum.

Background

As Coordinator of Media Services for the Brant County Board of Education, I have focussed, over the last eight years, on attaining full implementation and continuance of *Partners in Action*. I have spent time studying change and curriculum implementation in preparation for my master's of education degree. From this I have concluded that for any vision to be embraced and effectively implemented in the school, it must be sanctioned and supported by authority. It must also be seen to work effectively within the culture and towards the general goals of the board or educational system. It must be clarified by and for those who must do it and it must offer clear, usable frameworks for understanding and implementation. Collaborative involvement in the development of tools for clarification and implementation goes a long way towards developing a common understanding and ownership of the vision.

Development

With this insight in mind, I set about to review and update our elementary *Teacher-Librarian Resource Book* with several elementary teacher-librarians. I soon realized that the full implementation of the *Partners* vision depended on the involvement of all the partners. At this point I initiated the development of the first truly collaborative and most powerful of a series of 11 documents designed to assist in achieving full implementation and continuance of the vision.

The Partners in Action...Growth Profile (1991) was developed over three years by a team of eight partners. The team included principals, teachers, teacher-librarians, support staff and a professor from the Ontario Institute for Studies in Education, OISE. The profile defined the stages of development from entry to refined levels for the teacher and the teacher-librarian. It described the refined level for the principal, at the insistence of the principals. They did not want their colleagues doing anything less than their best for the implementation of the vision. This commitment by the principals made a significant difference in the implementation and continuance of *Partners*. Principals were involved at all stages of development, implementation and review. They facilitated implementation within their schools. They assisted with lobbying

and proposals for system resources and support. They helped to write, validate and workshop the documents.

The first group of the support documents was developed as the result of needs expressed by the *Growth Profile* pilot study teams of teachers, principals and teacher-librarians. As the implementation progressed, teacher-librarians, teachers, principals, support staff and senior administration discovered additional needs for tools to help the implementation.

The *Users' Manual* (1992), the *Principals' Handbook* (1992) and the *Learning to Learn* (1992) documents came directly from the needs expressed by the pilot study teams. One team identified the need for a framework to enable partners to set goals and chart their progress with the growth strands of the profile. They then agreed to help develop the *Users' Manual* to meet this need. From the principal in this team came the identification of the need for and commitment to the development of a *Principals' Handbook*. The purpose would be to articulate the roles, processes and expectations for principal use. Another team of teacher, teacher-librarian and principal saw the need for a fresh approach to information skills and resource based learning. They were prepared to research and help with the development and implementation of *Learning to Learn*.

It was during the development of the *Learning to Learn* document that we realized the need to learn about and integrate the new technologies. Another team of teacher-librarians and support staff who had been working with new technologies agreed to develop *Information Skills: CDROM and Computers* (1993) to supplement and cross-reference with the *Learning to Learn* document.

Several documents were identified by different partners. Senior administration suggested *Teacher-Librarian Orientation* (1993) as a need. I solicited the help of a principal who had shown leadership in this area to help develop and implement the document with new teacher-librarians and principals. *Program Advocacy* (1993) was identified by the elementary teacher-librarians' association as a need and they collaborated with me to develop and implement this manual. *Communications* (1994) was identified as a system need for all educators. Teacher-librarians and principals suggested a skills development manual to assist teacher-librarians in their partnership development. Senior administration expressed the need for teachers to also build their communication skills and so the two versions emerged, one for teacher-librarians and one for teachers.

Literacy had been identified in the review of *The Teacher-Librarian Resource Book* as a section to be developed. The need surfaced again with one of the *Growth Profile* pilot study teams. *Literature and the Learning Program* (1994) finally became a reality when the Ministry of Education released a draft of its new curriculum for grades kindergarten to nine. This *Common Curriculum* gave literature its place in the curriculum. Teachers, teacher-librarians and support staff saw that it was time to articulate how to achieve the partnership for literacy described in the *Growth Profile*.

Accountability: Teacher-Librarian Expectations & Minimum Standards (1995) was developed in draft form by teacher-librarians in response to a senior administration request. This was prompted by a system effort to define accountability for all educator groups. This effort was in direct response to the Ontario Ministry of Education identification of accountability as a priority. The *Accountability* document was also influenced by the development of a Ministry draft document to supplement *Partners in Action*, entitled *Information Literacy and Equitable Access: A Framework for Change* (1994).

The next step in development would be to review the implementation tools. We would have to discard some of them and create some new and very flexible tools to meet the challenge of rapid change.

Implementation

Implementation requires a complex strategy that involves as many stakeholders as possible, in a variety of ways. The goal is to develop a system commitment to the vision that will enable it to evolve with change and survive in some form.

Implementation of the *Partners in Action* support documents was first served by the development process. The involvement of senior administration, support staff, teachers, teacher-librarians, and principals in the collaborative process of initiation, development,

validation, pilot testing, workshopping and facilitating the implementation of the documents went a long way to integrating the vision within system thinking and action.

The second factor in building commitment to the vision was the integration of the implementation initiative with the system curriculum approach and other system initiatives. The idea of developing a growth profile to assist teachers in implementing a curriculum was strongly supported by senior administration and used in several curriculum areas. The development of a guide for principals to a particular program was part of the implementation culture of our board. The development and implementation of the *Literature and the Learning Program* document were done with the primary and junior language documents. Curriculum support staff worked with me to develop and implement all three and to ensure that they were mutually supportive. The *Partners in Action* support documents were integrated with the curriculum change effort in our board of education.

The third key to the effective implementation of the vision was a planned approach that was flexible enough to take advantage of opportunities. Implementation planning involved introducing and providing copies of the documents to all teachers who were interested, and all teacher-librarians. The principals were all introduced to the *Principals's Handbook* by senior administration. The plan also involved:

- system level workshopping of the documents for all who were interested;
- school level workshopping for schools wishing to focus on the implementation of *Partners in Action*;
- small group facilitation of use of a document to set goals, plan, teach or pursue a need stimulated by a document;
- individual coaching, mentoring, and modelling of strategies described in the documents;
- facilitation of individual, group and school efforts with resources, networking opportunities and opportunities to share successes.

Review

The effectiveness of the work towards full implementation increased with the development, implementation and reporting of an action research study, "Investigating the Implementation of Education Ministry Directives: The School Curriculum and the Library Resource Center". This study was designed to review the effectiveness of the *Partners in Action Growth Profile*. With senior administration support I completed this study for my M.Ed. degree over the 1992-93 school year.

I studied ten out of forty elementary schools, selecting a representative cross-section of schools and personnel. I worked intensively with five schools over the course of the year to facilitate the implementation of the *Growth Profile*. The other five schools were introduced to the documents, received copies and were responded to with support if they asked for it. I gathered data from the teams in the intensive schools throughout the year, involving them directly in reflecting on the process and the results. At the end of the year I had all ten schools complete a questionnaire and I compared their program descriptions from 1991- 92 and 1992-93.

The action research process itself was the most valuable tool for effective implementation and continuation. The focussed direction, system and principal support, talk and team effort made a significant difference in the common understanding and implementation of the document and the vision. Factors identified by the participants as most import to the process were, in order of priority:

- talk
- time
- teacher/teacher-librarian partnership
- principal support and guidance
- system support staff mediation of meaning and resources
- structured process of working through the use of the growth profile
- a school culture that supported change

The intensive study teams took ownership in the process and the purpose. They made personal meaning of the experience and were able to incorporate the vision within their own

educational visions. When compared to the five schools that independently implemented the document the intensive study schools showed a far greater depth of understanding, clarity of articulation and commitment to the vision.

Conclusion

The problem with full implementation and continuance is adaptation to rapid external change. The study revealed that full implementation is achievable and how it can best be done, but it also identified the need to quickly adapt and integrate with newer changes. In the intensive study school time was taken to collaboratively integrate the *Partners in Action* changes with several newer program changes that were expected to be implemented. These schools were able to find ways to integrate their change efforts to keep from feeling overwhelmed. The schools without intensive support felt inundated with change and struggled to implement the *Growth Profile* in the face of newer demands from the Ministry of Education and the system.

The problem has since escalated with economic, political and educational power shifts. Our provincial educational system is undergoing major changes. A provincial study of education and the directions it needs to be taking, a completely changed curriculum and a focus on the new technologies are transforming our educational paradigm. The very nature of information and its access is changing and the uncertainty of what it will ultimately look like adds to the problem. The luxury of eight years to methodically implement a vision no longer exists.

We have to learn very quickly to understand the new context, to adapt our vision and to market and implement the vision effectively. I think we must first understand the structure of the new context. Information access is no longer hierarchical. We cannot control and teach about information in the same ways. If we can come to terms with this paradigm shift quickly, we can then rearticulate the vision in the new context, for our own situations and ensure the continuance of an evolving vision.

The Child's Voice in Children's Literature

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Through an investigation of the child's response to fiction, my research aim has been to suggest ways in which the usually silenced voice of children can be heard in the world of children's literature. However, in the course of my investigations in the past two years, the focus has shifted away from this more pragmatic approach, toward a more theoretical perspective, and an attempt to understand the forces that keep children silenced.

Central to this shift in focus is the understanding of developments in literary theory which have become the focus, in the last ten years or so, of many children's literature researchers. But whereas I readily admit the vital importance of considering the child's response to fiction in terms of the signifying force of language and all of the ideological implications of recent developments in literary theory, this is not enough. For, while those of us concerned with children's literature incorporate these perspectives in our own work, those in the Higher Places of Learning who deal in the theoretical approaches which now dominate Departments of Literature ignore what we discover and disregard the importance of the child's experience of text.

I am aware, and have been, since beginning to teach this subject at BA level four years ago, that the field of Children's Literature is regarded as suspect, and that many consider that it does not constitute a "real" subject or offer any "serious" engagement with ideas. Though I realize this is a somewhat caricatured vision, I would like to emphasize that this disregard is one of the most powerful forces that silence the child's voice, and the separation of the child and the adult in this way impoverishes our understanding of "literary response."

Before discussing my own research and the theoretical perspectives which underpin it, I would like to provide a bit of background for those of you who are not familiar with recent shifts in the study of Children's Literature. I recently presented a paper on my research to the staff and students of a Department of English Studies. There were immediate difficulties in discussing Children's Literature with those who have concentrated their literary study on "mainstream" texts and movements. Those texts aimed at children and the individuals who deal with those texts have, for the most part, been kept separate from the concerns of departments of English, Comparative Literature, Cultural Studies and the like. The placing of Children's Literature courses in Colleges of Education and Schools of Librarianship and the pragmatic focus on much of the criticism written in the past, makes sense in terms of the subject's link with education and the emphasis placed on the role of fiction in the teaching of literacy. Yet this emphasis presents a restrictive view of the subject, limiting not only the texts to their use by children, but reducing the role of childhood reading to a fixed and limited period, creating a false division between the child and the adult.

The existence of Children's Literature as a genre has, to a large extent, depended on its function as a force of social manipulation, rather than on any concern with literary value (about which many other questions can be asked - how do we learn to attribute value, for instance?). Yet the texts delivered to children with these aims in mind perform a formative role, admitting the developing reader into the realm of imaginative language and thus into the circle of influence of the ideological force of such discourse. Peter Hollindale, in his article "Ideology and the Children's Book" complains:

> in the very period when developments in literary theory have made us newly aware of the omnipresence of ideology in all literature, and the impossibility of confining its occurrence to visible features of the text, the study of ideology in children's literature has been increasingly restricted to such surface features by the polarities of critical debate.[1]

His own research and that of, among others, John Stephens out of Australia[2], attempts to redress this situation by grounding their investigations of children's text in the same theoretical context as those who deal with so-called "adult" literature.

Many will now be familiar with the position taken by Jacqueline Rose in *The Case of Peter Pan*[3]. Her complaint about of the bulk of children's literature criticism is that it supposes a

nonexistent child, and works within a liberal humanist tradition, locking the texts into a role of seduction; the function of literature here being a socializing one, a way of "taking the child in." Depending as it does on an impossibility, the focus of all that has been written about children's literature and its effects begins to fall apart. She also notes that traditional children's literature criticism fails to address the problems of language and how it mediates texts and suggests that:

> The history of children's fiction should be written, not in terms of its themes or the content of its stories, but in terms of the relationship to language which different children's writers establish for the child. How....do these early works present their world to the child reader; what are the conditions of participation and entry which they lay down? (Rose, p78)

The revision that Rose implies here moves away from the construction of divisions which have kept the child separate from adult society since the establishment of universal education and which are strengthened by the intentions of the bulk of producers of children's fiction as well. Considering texts from a perspective of literary theory demonstrates that the "child'" in Children's Literature is not so much the real life child, but a construct of the text, in much the same way that the "implied reader" is distinct from any potential reader. It is also true that the essential role of adults in the provision and judgement of children's literature draws attention to the paradoxical nature of this subject. As Christine Wilkie, the Director of the MA in Children's Literature at Warwick University, points out,

> As any study of the history of children's literature will demonstrate, the history of, and the purposes and intentions behind, writing books for children have more to do with social manipulation and instruction than literary experience.[4]

Yet, if we are interested in "literary experience," we must also be ready to consider its beginnings, for the view expressed here implies that literary value is generally considered to be a feature of the "adult" text. In the past it has not only been this disregard of "kiddy lit" which has kept this field as a cozy encampment outside the fortresses of "higher learning," but also marginalizing forces from the inside. The emphasis on children's literature as a tool, or as the site for the battle between the didactic and the entertaining, or, indeed, as an easy target for the politically correct brigade has created a comfortable enclave that has not concerned itself, in the past, with more esoteric enquiry. But what is becoming clear to me and to many others, is that what is interesting about children's literature is not its differences, but what it has in common with literature in general. The current shifts in focus in Children's Literature studies have made these commonalties clear, and it is the coming together of the literary theorist and the children's literature specialist that offer promising perspectives from which to study the "literary experience" as a continuum, beginning in infancy. Thus the texts that one is exposed to in childhood and the ways these texts are provided, criticized and studied has a direct effect on any engagement with texts that follows.

The need to consider children's literature in the light of developments in literary theory that emphasizes the importance of the semiotics of the text, and in particular, the way in which language controls the reader's response, can bring to light the processes in the literature of childhood that form the adult reader. This has opened up the study of children's literature, and many researchers have embraced the perspectives of those concerned with theories of response, Marxist theory of the production and reception of texts and psychoanalytic theory. These texts, so prized as sites of nostalgia of an idealized childhood are now being prized apart, revealing the same play of linguistic codes, the same ideological positions that we see in any of the texts written for GROWNUPS (*though I agree that there are many differences - vocabulary, complexity of plot and character, etc.*). Perhaps this is one of the forces that holds us back - the deconstruction of the beloved tales of our innocence may reveal the uncertainty and precariousness of meaning which should only be the burden of the adult. Yet it might also reveal those forces which create readers and writers, for the literary process begins in our beginnings.

My own interest in Children's Literature has grown out of earlier research into images of childhood in the fiction of Victorian England, many years ago now, and my return to academic life

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seems a bit like a fairy tale. In some sense I must have pricked my finger, slept through a revolution in literary studies, to be awakened by a bevy of princes and a few princesses, each offering a theoretical stance from which to marry text and reader. The time is exciting for those of us in this field - more and more BA departments in this country are offering courses in Children's Literature. These vary in focus - from courses concentrating on an historical development which parallels 'adult' fiction, to those concerned with a theoretical approach, in addition to comparative approaches. There are several MA programs which attract Literature students who want to study the subject from a literary perspective. PhD research is no longer conducted only in Education departments, but departments of Literature as well.

But there are problems with the rapid expansion of the field. The adoption of literary theory by the Children's Literature specialist has created a new area of study, particularly active in the USA, Canada and Australia which seeks to adopt the texts of childhood as vehicles for academic study without addressing the fact that these texts are intended for, and read by, children. There is a huge crop there, ripe for picking, yet this approach does not make best use of the critic or the academic researcher. What we are left with may reveal much about the text itself, but tells us nothing about the process of reading, about the history of the reader.

For this to happen, other blindnesses need to be cured. For while the children's literature specialist is investigating the workings of the text from a viewpoint that embraces developments in literary theory, the theorist almost completely ignores the texts of childhood. This creates a distortion in the picture of literature that is put before us, for what is not taken into account is the way in which the reader becomes the adult reader, or moves toward being Iser's "ideal reader" - or for that matter, what happens when that reader fails to become.

Questions might be raised here about whether or not books for children can be considered "literature." Among those who concern themselves with the nature of literature, Umberto Eco, for example, the texts of childhood are relegated to the "popular" category[5] and thus are examples of the Closed text. This is a shortsighted view, and it is clear from Eco's attempts at writing children's books[6] that his intentions match this reasoning. I would like to suggest that there are a number of books for children (sadly, only a tiny proportion of those produced) which display features of the "Open" text and offer a literary engagement. The reader is invited to join with the author in the process of creating meaning, he/she must tolerate ambiguities and gaps in the text, and both suspend disbelief and have that suspension of disbelief called attention to. Any doubts that children can cope with these sophistications are cast aside by the evidence from empirical studies, such as those of Carol Fox, author of *At the Very Edge of the Forest,* and Gareth Matthews[8], the forefather of the field of philosophy of childhood. In fact, my own case studies have supported previous data, illustrating the degree to which very young children interrogate the text and play with the making of meaning at the invitation of imaginative and generous authors. These interactions seem to occur most frequently in modern picture books - the pictures form a semiotic system which counterpoints the written text, demanding that the reader orchestrate the composition of meaning. This is a "writerly" reading experience in the most pleasurable sense, and the sharing of authority over the text is at the heart of a literary engagement. An excellent example of this is *The Stinky Cheese Man and other Fairly Stupid Tales* by Jon Scieszka and Lane Smith, which I will discuss in more detail later.

My own research attempts to bring together theoretical perspectives and empirical evidence to investigate methods which might tell us what happens when a child looks at a book. For, while we may claim that a literary engagement with texts operates in a continuous process beginning in childhood, we cannot rest these claims on unsupported assumptions about the way children read fiction. We may argue that we know a great deal about how they learn to read and what their stated preferences are, but we need methods for investigating what children are actually doing when they read. This involves talking to children. Yet most studies that focus on response are based on particular agendas. My own study aims to propose methods which allow children's voices to be heard in a nondirected and, I hope, open way.

This research is shaped by seven case studies framed by three main areas of context. The first is an investigation of Modern Literary Theory and its relationship to the books of childhood. This includes reference to new directions in the emphasis of Children's Literature research. The second is the context within which the texts are delivered to children. These forces - educational, editorial, paratextual - are controlled by adults on behalf of children, and my intention is to examine

the effects of these mediations on a child's response to particular works of fiction. The third, and most complex of the areas, is the notion of the Reading History. This is related to both a theoretical perspective of the continuum of reading response and to the mediations which effect this response. Each case study is underpinned by the individual child's reading history, derived from interviews with parents, children and teachers. This is intended to provide a perspective on the how individual responses to the texts read during the study are influenced by a progression from past experiences of fiction and, in particular, how the reader's developing perception of what fiction is for effects response.

It is surprising how frequently, when studying theoretical work, the consideration of childhood reading is invited, but remains a gap in the history of the continuum, nowhere more so than in Reader Response theory. The emphasis on the literary text as a reworking of previous reading experiences must surely be seen in the light of any and all previous readings. Eagleton, in *Literary Theory: An Introduction*[9] states:

> All literary texts are woven out of other literary texts, not in the conventional sense that they bear traces of 'influence' but in the more radical sense that every word, phrase or segment is a reworking of other writings which preceded or surround the individual work... all literature is "intertextual" (Eagleton, 138)

Though Eagleton is only concerned with the closed system of adult engagement with literature, his point invites questions about the role of children's fiction in this play of texts. We can perhaps all recognize the imagery and textual conventions which the novel has inherited from the Fairy Tale, for example, but what are those linguistic features, that interplay of codes that make it possible to read literature as it meant to be read? Where can we see the beginnings of these modes of reading that allow us to engage with the intertextuality referred to? Does it begin suddenly, when we are able to differentiate critically between "literature" and "nonliterature," or does it begin in those early experiences of text (this includes the experience of oral narrative, as well)?

We can view Iser's[10] remarks in a similar way; he says:

> All literary text must therefore be conceived in such a way that it will engage the reader's imagination in the task of working things out for himself, for reading is only a pleasure when it is active and creative. (Tompkins p51)

If we are to include a consideration of children's literature in the light of this view of reading, we must ask several questions. Does this definition of literature include the texts of childhood? Surely, if the emphasis on analysis is focused on "that potential in the text which triggers the recreative dialectics in the reader" (*Act of Reading*, p30)[11], then we should be able to say that some texts invite a literary engagement and some do not. And then we might ask, how do we become the reader that engages or does not engage with texts in this way and how do the texts read in childhood effect that development? Barthes' system of structuralist poetics is as applicable to children's texts as to any others, and the notion of literary competencies derived from one's reading history, discussed by Jonathan Culler[12], can be seen to imply this continuum of response.

It is not in the texts alone that we can find some answers to these questions. Whereas Reader Response criticism concerns itself with the interaction of text and reader, we might look for the roots of literary response in earlier communicative acts.

Eagleton urges us to look for answers to "the problems of literary value and pleasure.....at the juncture of psychoanalysis, linguistics and ideology" and states that "little work has been done here as yet."[13] However, the promise of psychoanalytic criticism in explaining the beginnings of the process of becoming a 'writerly' reader has been addressed by Carol Fox in her study of the storytelling of young children, *At the Very Edge of the Forest*. These narrations perform a "writerly" function, calling attention to the telling process, and disrupting the illusory world of the "readerly" text. Fox places these narrative acts in the context of the reading histories of these children. These are children who, through exposure to story reading and a wide variety of texts have both a perception of what fiction is and what words can do, and demonstrate an underlying awareness of "intertextuality" and a "literary engagement" with texts. However, it is her rereading of Lacan which points to the roots of response.

> the mother does not hold proto-conversations or use baby talk with her baby to rehearse the rules of turntaking and grammar, though these are spinoffs of the activity. She is rather reflecting the child's subjectivity in an imaginary relation, by means of which the child will come to know that things are signifiable. This formation combines affectivity, social relationships, language and discourse in the constitution of the subject, and places Lacan's "fictional direction" at the center of development. (Fox, p32)

It is the link between these early experiences of story and the dawning of subjectivity which seems to hold the key to an understanding of the 'writerly' engagement with texts which, I am suggesting, represents the beginning of a continuum which may or may not lead to literature.

Julie Kristeva's work with the Lacanian theory of the Imaginary centers on the roots of the creative process in this prelinguistic period which "lays the foundation of semiotic material which remains active beneath the mature linguistic performance of the adult."[14] This is found in the babbling, rhythmic, alliterative play with language which is part of both child expression and a part of the most imaginative of children's books. This playfulness is also part of the testing of authority which occurs in the entrance into the controlling "symbolic order" that represses the "incandescence" of creativity. Kristeva is here concerned with the sublimation of these repressed desires to return to this imaginary state and its influence on the creative artist, but I would like to suggest that the "writerly" reader who shares "authority" with the writer is also deriving pleasure from a similar, if not such an extreme sublimation.

Cathy Urwin[15] is persuasive in the connections she draws between the taking up of a subjective position and the power relations with respect to discourse. She sees, at the onset of the mirror stage, the disjunction of the infant's position in relation to its mother, shown in social games where the mother plays with illusions of control. She considers book-reading to be a site of this illusory power play.

Entry into the symbolic order is also the occasion of a kind of closure in this sense - it is a part of the process of early language acquisition, and certainly these early experiences with narrative (prior to learning to read) serve as occasions for the adult to fix the sign and introduce the child to the signifying system and so the ideological influence of language.

This fixing of meaning is operated by the adult and it is this relationship between the child, the system and the text that is central to the notion of a Reading History. If we can assume for the moment, that the creative and interactive relationship with literature is somehow present in the earliest experiences with communication (and I don't mean merely verbal communication here), we can see that any individual's reading history is influenced by the mediation of the adult. This is perhaps the point at which children's literature becomes a special case, for the relationship between reader and text is always regulated by adult, and, in a wider sense, social and ideological forces.

It is also tempting, when considering the reading of fiction as a continuum, to recast some of the key precepts of Bakhtinian theory in terms of not only the history of literature, but the history of the reader (or, indeed, the writer). Features of his notion of the Carnivalesque as a force in the development of the novel, can also be recognized as a force in the development of the reader. The roots of novelistic discourse in the parodic, playful, authority-challenging and grotesque can be reinterpreted to take account of these forces in both the literature of early childhood and the language of young children. (A similar reexamination is invited by his work on heteroglossia) And just as the presence of these stasis-challenging forms of discourse enliven the novel form, so the play with words, the testing of power over image and language, the uneasy mocking humor to be found in, say, *Where the Wild Things Are* by Maurice Sendak, can be perceived as a force in some of the best literature for children; a force, I would argue, that gives life to the reader, and encourages an interactive, transformational way of reading. This kind of reading constitutes a threat which brings us to the notion of the subversive. Play with language and the polysemic interplay of picture and text in many modern picture books manifest the parodic function Kristeva sees as the threat of poetic language - freeing the sign from its denotation.

The urge to stabilise subversive forces in language is expressed on more levels than merely the words on the page and this invites an approach to the text which encompasses bibliographic and social features of readership. The study of textuality and a Marxist perspective on literature

emphasizes the need to view the book, not only in terms of the ideal relationship that is formed between reader and author, but in terms of the text's production and material reality. If viewed in this way, the study of children's literature has a double focus. On the one hand, we can investigate how these mediating forces influence the child's response to texts, and on the other, we might see the importance of these forces in creating the readers and writers that arise out of this introduction to literature. Manfred Naumann, in his article "Literary Production and Reception" identifies these mediating functions in

> publishing houses, bookstores, and libraries, as well as in literary criticism and propaganda, literary instruction in schools, the study of literature, and all other institutions which mediate, materially or ideally, between the work produced and the reader. It is not therefore literature or works 'in themselves' to which the reader establishes a relation in reading them. It is works, rather, which out of the potential stock of produced works have been selected, propagated, and evaluated by social institutions, according to ideological, aesthetic, economic, or other viewpoints, and whose road to the reader has additionally been cleared by measures of the most varied sort (advertising, book production, reviews, commentary, discussions of the work, public reading, literary prizes, popularization of the author and so on) (p119)[16]

It is clear to me that these mediations include not only the literary instruction in schools which he highlights, but all those forces which make meaning for the child reader, not only in regard to how the texts they read establish a relationship to language, but what literature might be for, what their role as readers can be and how readers are thus culturally inscribed. We must begin there, if we are to understand the forces that influence response throughout a reader's history.

This also means that textuality must be defined as "a phenomenal event," and that "reading itself can only be understood when it has assumed specific material constitutions" (McGann, p5).[17]

Because my own research involves an investigation into the mediations which operate between the child and the text, this definition of textuality is essential, as it includes those paratextual features such as editorial control, cover, typeface, blurb, etc, which influence choice, expectation and thus, response.

Authors of some modern children's books demonstrate their awareness of the importance of the bibliographic features of narrative and call attention to the textualities which surround us. In books like *The Stinky Cheeseman*, Jon Scieszka and his illustrator Lane Smith play with the form of the book, from the flyleaf to the ISBN number, calling attention the material reality of the text and its importance to the process of reading in a decidedly Post-modern way. The use of this book in my research provides an example of how the responses of the individual readers reveal the invitation of play, not only within the text, but in its bibliographic aspects. The way in which adult mediation of the text influences these responses is also clear, if we examine the children's reactions to this unusual book.

My intention with this study was to provide a research setting without a prescriptive agenda. Much of the empirical research into children's reading has been either questionnaire based, in an effort to gauge reading taste,[18] observation based, as is much of reading research in schools,[19] or interview based.[20] Though the interview approach is certainly valid, and is also the predominant method used in the rare empirical investigations of adult response, many are concerned with revealing "truths" behind particular critical agendas which add a further adult view to the questioning process. I have attempted to construct a research study which minimizes my own involvement as a mediating force and again, I have been influenced by a number of different sources.

Among the most exciting developments in recent years for those concerned with children's literature has been the work of Aidan Chambers, a novelist, teacher, lecturer and critic whose concerns are expressed through a wide knowledge and a commitment to 'literary' engagement with texts. He has said:

> I have often wondered why literary theorists haven't yet realized that the best demonstration of almost all they say when they talk about phenomenology or structuralism or deconstruction of any other critical approach can be most clearly and easily demonstrated in children's literature. The converse of this is to wonder why those

> of us who attend to children's literature are, or have been, so slow in drawing the two together. (Booktalk, p133)[21]

As I hope I have made clear, the changes he calls for are happening, if slowly.

Chambers has, with other teachers, devised an approach to working with children and books which has been influenced by the work of Iser, Culler, and Jerome Bruner, among others. Though his intention is pragmatic - "helping children to engage in the drama of reading" - the transcripts reveal the innate ability of young children to engage in a literary interaction with texts that is astonishing. To be brief, the Tell Me[22] approach is based on group interaction and nondirected response and discussion. What interests me here is the role of the teacher/researcher, who allows all kinds of response and is there merely to ask open ended questions and reaffirm interpretations. It demands a great deal of trust on the part of the teacher and the children because the response is not prescribed.

Although Chambers works with groups, the approach he adopts suggests a research method based on one-to-one interaction. My need was to minimize the pedagogic nature of the adult/child relationship and allow the individual children in my study to acknowledge whatever impressions they may have formed without the effort of having to fit into a preconceived interpretative agenda.

The emphasis on the individual's reading history and how the perception of what fiction is for influences response to the text has led me to Phenomenography. This research specialization, influenced by phenomenology, was developed in Sweden in the 80s with the aim of investigating learning through the perspective of the learner. Using the method of taped interviews and analysis of transcripts, the researcher endeavors to investigate the subject's "preconceived ideas about the phenomena dealt with in specific situations." These researches seem to reveal "a limited number of qualitatively different and logically interrelated ways in which the phenomenon or the situation is experienced and understood." This method has been used to investigate the effects on response of repeated readings of a Kafka short story, for instance, and the extent to which the results reveal how the text inscribes the reader's response, indicates its relevance to my own research. An open ended method of questioning, directed at parents, teachers and children, along with observations of book behavior of other kinds has allowed me to build up a picture of the way each individual perceives the phenomena of fiction.

It is already clear that perceptions vary widely among the seven families involved in the case studies. Whereas some households have no books around and reading is considered as an educational tool relegated to the schoolroom or as entertainment akin to watching television, there are also homes where children are exposed to a wide variety of texts and fiction is regarded as a communicative exchange between author and reader. These differing perceptions are evident among the teachers interviewed as well. It is also interesting to note that the importance of fiction for children and for adults was often perceived to be different.

Seven children took part in the study - 1 male 3 year old, 2 6/7 year olds (1 male, 1 female), 2 10/11 year olds (1 male/1 female), and 2 13/14 year olds (1 male, 1 female). All children chosen had good reading skills (except the 3 year old), but a broad range of enthusiasm and commitment to reading was sought. I also tried to choose schools according to different emphases on reading, but this was difficult.

I first interviewed the parents and met the children in their own homes as part of the Reading History. I then interviewed the children at their schools and began the Book choice study. We met at two week intervals - I met with all of the children 10 times, although I met with one 11 times. The procedure with the prereading child was different - I had him available all the time, and though I started in an organized way, this did not work, and so I began using a more ad hoc method, combining audio taping, note taking and videotaping book choice sessions.

Choosing the books that were used in the study was difficult. My particular interest was to investigate responses to books which allowed the reader to be "authorial" in the text, as opposed to texts which required only passive reception. Another feature of this contrast is the degree to which attention is called to the "fictionality" of the fiction. The authority invited by this 'active' kind of reading involves a "coauthorship" of the story, so that, rather than being drawn in to a fictional world, the reader is positioned both inside and outside. Of course, it is important to admit that it is not only the text which determines whether one reads actively or passively, and it is clear that the expectations of the reader when approaching the text determines how it is read. However, I wanted

to examine the possibility that the tendency to read in one way or another may be connected with the kind of reading one does as a child and the books that one is exposed to. This process must also be related to the mediating factors that surround these books, which include both parental and educational influence as well as bibliographical features and availability.

What the studies have revealed, is that

1. the degree to which children were willing to engage with the books physically bore a direct relation to the way they responded to them.
2. children who were read to frequently and from an early age were more ready to handle the books, and responded to them in a more 'authorial' way.
3. the younger children interacted more personally and actively to the texts than did the older children, in addition to being far less discriminating in the way they chose their books. These findings are supported by other research. The older children read passively for the most part, though some were obviously influenced by the opportunity to talk one-to-one about books. Though this effect was not intended, it is not surprising, as the booktalk that went on gave the child readers another kind of authority over the text.
4. all of the children exhibited an awareness, sometimes extremely critical, of the difference between what they read at school and what they read outside, but also an awareness of the difference in how they were asked to read and respond.

These observations suggest that there is a shift, with age, in the way that children respond to the fiction they read, from a "writerly," interactive involvement with the text toward a more passive response. This replacement of the authorial response to fiction, which, I would like to suggest, is the kind invited by a certain kind of text, with a less active one, is influenced by adult forces, those mediations which embrace both the personal transmission of the value of fiction and larger societal forces which determines how fiction is presented to children, from the design of the cover and writing of the blurb to the stocking of high street bookstores and libraries.

It is interesting to note that as the children move away from this "writerly" engagement with texts, the paratextual features that younger children ignore take precedence. The way in which the book is presented becomes part of the way it is read, defining the possibilities for the text, assuming the child's own expectations and closing off more personal and sometimes, deviant, readings. When these extratextual features jar too much with the actual experience of reading, dissatisfaction is obvious, and makes the whole process of reading fiction less pleasurable.

Observations of the responses to *The Stinky Cheese Man and Other Fairly Stupid Tales* reveal the different ways in which the children in the case studies reacted to a "writerly" reading experience. The book itself relies on a playful engagement with fiction, parodying the form and content of fairy tales alluded to and calling attention to the narrator's role. The narrator becomes a character and it is his influence that disrupts many of the expected outcomes of familiar stories. The design of the book calls attention to paratextual features usually taken for granted, for instance, the title page, the endpapers and the ISBN number. The surprise of these features causes a great deal of pleasure because rules are being broken in a way that calls attention to the activity of reading. The illustrations are strange and dark, but add to the sense of new perspectives on familiar objects that make the book so unusual and attractive. The 7 year old boy in the study, who, until recently, struggled with reading and has very little experience of being read to, was excited by the book and attracted by the illustration. He was particularly excited by the Blahs on the back page, and wanted to "tell it" to the rest of his class. He was proud of his ability to recognize the allusion to other fairy tales, "My favourite was the Stinky Cheese because it was like the Gingerbread Man." This sharing of the knowledge of the original tale, in addition to subverting it, gives the reader a sense of power in the text and he demonstrated this by telling me the story of himself in the book.

The ten year old boy also chose this book because it was "weird" and indicated the same enthusiasm, although he articulated it differently. What was especially interesting about his response was that this Point Horror/Stephen King fan read this book many times over the two week period and handled the book frequently when talking about it. Both actions were unusual for him, and both indicated the active participation he experienced with the book. Again, when asked what he liked about the book, he said, "It's good the Jack the Narrator kind of like comes up every so often (and here he showed me where) and he's got his own story - I like when that happens."

The thirteen year old (also a Point Horror/Stephen King fan) expressed the same preference, but made more of an attempt at articulating his own position within the text. "It feels more like - in depth - when you're reading it - everyone's talking to each other - it's real - a bit weird feeling about that." His favorite story was 'The Really Ugly Duckling'

> Once upon a time there was a mother duck and a father duck who had seven baby ducklings. Six of them were regular looking ducklings. The seventh was a really ugly duckling. Everyone used to say, "What a nice looking bunch of ducklings - all except that one. Boy, he's really ugly." The really ugly duckling heard these people, but he didn't care. He knew that one day he would probably grow up to be a swan and be bigger and look better than anything in the pond. (PAGE TURN, Larger Type Face) Well, as it turned out, he was just a really ugly duckling. And he grew up to be just a really ugly duck. The End.[23]

His response to this was "It's like they take these stories and take all the unreal endings out of it - all the good ones and put in the normal ones." I asked whether he meant more expected and he replied, "Yeah, but it's not expected because it's a fairy tale - so you're not expecting it to be ordinary - when you're reading a fairy tale you're expecting it to come out good." So the book invites him to take pleasure in the parody, but also to place him outside the book, questioning the form that is parodied.

Although none of the girls chose the book, the youngest picked it up at each session, made faces, said, "Yucch," and in our final session, she picked it up and gave me her reading of it. She was the most "active reader" of all the case study children, making even the most restrictive text into something new and exciting, but her reaction to *The Stinky Cheese Man* revealed both her authority over the text and perhaps the invitation for challenging play extended by the book itself.

K: The cheeseman, the big fat cheese man, a big fat poopy-poopy head and he blew up and he wee'd.
M: Do you see the stories in there?
K: Oooo- boopy-poopy. And then we have a horrible looking frog and then we have a meow cat (actually a fox) and then it talked - meow it said, meow it said. This is exciting!

The active participation and the authority-challenging flavor of her language are part of the same process, and when we try to control one, we often control the other. One of the most interesting features of The Stinky Cheese Man is that the largest chain of bookstores in the country made the decision not to stock it (expect in a few select stores) on the grounds that no one would buy it. This is probably true, it looks unusual and deliberately unattractive - although it is a bestseller in the US and in Australia. Although this may be an extreme example, it is evidence that we may be, in the process of getting children to read, destroying the very essence of the pleasure that arises from reading in an active and authorial way. As Aidan Chambers says in Booktalk:

> If we could all be authorial - readers who seek for the text written in the book, rather that writer-readers who want only that kind of text we already know about, can easily deal with, and is endlessly repeatable, we would be a nation of literary readers instead of unthinking consumers of one kind of pastime entertainment. (p110)

While looking for a way to give children a voice in the adult dominated world of children's fiction, I have found it in the nature of the text themselves.

Endnotes:

1 Hollindale, P., *Ideology and the Children's Book*, Thimble Press, 1988.
2 John Stephens' book, *Language and Ideology in Children's Fiction* (Longman Group UK, 1992), though directed toward its practical relevance, reveals the value of a theoretical approach to language when considering children's texts.
3 Rose, Jacqueline, *The Case of Peter Pan, or the Impossibility of Children's Fiction*, Macmillan, London, 1984.

4 Reference is made here to an paper given by Christine Wilkie, entitled "The Dilemma of Children's Literature and Its Criticism," delivered at WCHE, February 1995. This paper, published as an occasional paper through WCHE provides an excellent analysis of the subject as it is regarded in institutions of Higher Education and raises fascinating and important questions about the climate of debate in the realms of Children's Literature criticism.

5 Eco, Umberto, *The Role of the Reader: Explorations in the Semiotics of Texts*, Hutchinson University Library, London, 1981.

6 For instance, *The Three Astronauts*, Secker & Warburg, London (no publication date)

7 Fox, C., *At the Very Edge of the Forest: The Influence of Literature on Storytelling by Children*, Cassell, London, 1993. This book is essential reading for anyone researching children's literature, not only for its content, but also for the integrity of Fox's practice.

8 Matthews has written three books on this subject, all of which support the notion of the willingness and natural ability with which very young children engage with, and pose, philosophical questions. Children's literature is central to his method and to his theoretical stance. HIs latest book is The *Philosophy of Childhood*, Harvard University Press, Cambridge, MA, 1994.

9 Eagleton, T., *Literary Theory An Introduction*, Blackwell, Oxford, 1983.

10 Iser has contributed a chapter, entitles 'The Reading Process: A Phenomenological Approach' to Jane Tompkins' excellent book, *Reader Response Criticism From Formalism to Post-Structuralism*, Johns Hopkins University Press, Baltimore, 1980.

11 Iser, W., *The Act of Reading*, Johns Hopkins University Press, Baltimore, 1978.

12 Culler, J., *Structuralist Poetics: Structuralism, Linguistics and the Study of Literature*, Routledge & Kegan Paul, London, 1975.

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Ultra-Orthodox Children's Literature in Israel: A Case Study of Sub-Cultural Children's Literature

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Introduction

Scholars of Israeli children's literature have recently noticed an interesting socio-literary phenomenon: The emergence of an entirely new branch in Israeli children's literature, namely the ultra-orthodox children's literature. The books belonging to this special category are easily distinguished from "regular" Israeli children's books by their typical subject content and titles as well as by the fact that their authors and publishers belong to an extremely religious sector, whose children and educational institutions are the main, if not only, target-population of these books. However, despite the great proliferation of these books, scant attention has been paid to this special phenomenon, perhaps because it is relatively new and occurs in a population sector which is remote and isolated from the mainstream literary life in Israel.

Background

Haredi (ultra-orthodox) is the common name of a minority sector of the Jewish people, usually organized in separate communities in Israel (constituting about 9% of its Jewish population), and in major American and Western European cities. Despite strong religious and emotional ties to the Holy Land, the haredi community does not identify with Zionism as a national- secular ideology, since it considers Jewish existence as meaningful only when identified with the Torah (the Holy classical texts) and its commandments.(1-2) This unique religious sector is characterized by its strict observance of all Jewish commandments, and their commitment to devoted study of Jewish texts, mainly classical ones, like the Talmud, Bible, etc. Therefore, it has its own school system, in which, beyond elementary school, only these classical texts are studied, even many years after the age of 18. The task of these higher institutions ("Yeshivot") is to turn the young **man** into a master-scholar, wholly devoted to the ideals of Torah study and religious self-elevation. While there are very few vocational schools for boys, general and vocational education is provided for **girls**, in high school and beyond, mainly geared towards a teaching career, since they hold that it is only the **men's** duty to study the Torah. However even at girls' schools the emphasis is on religious studies, and general and vocational topics are taught only to the limited extent needed for practical use, considering the fact that the haredi woman is often the main bread- winner of the family. (3-8)

Haredi society places great emphasis on family life, rejects the principle of family planning and upholds personal modesty as an important value, offering its youngsters a genuine alternative to modern secular society and culture, which is regarded as hedonistic, permissive and plagued with social decadence. Stressing personal integrity and mutual assistance, it offers its members a clear sense of identity and social security. To ward off external influences and prevent desertion of religion and tradition, haredi people have tried and actually succeeded to insulate themselves from surrounding secular society and to achieve maximal cultural and social segregation. Trying to minimize their consumption of the secular media, printed and electronic, they have developed their own subculture and recreational activities. Mostly concentrated in separate residential areas they preserve their unique culture and ways of life, wearing distinctive clothing, closing roads on Holydays and upholding modesty in public and at home. They maintain their own institutions: schools, shops, restaurants, travel packages, music, singers and even courts, where civil disputes are judged according to Torah law. (3-8)

Literature Review

Malchi (9-10), Vilian (11) and Hovav (12) were probably among the first attempting to critically analyze this branch of Israeli children's literature. Stressing parallels between the historical development of **HCL (Haredi Children Literature)** and that of general Hebrew

children's literature, Malchi (9) points out several socio- cultural factors which played an important role in the growth of the HCL, and delineates its main characteristics as revealed in more than fifty such books. Concentrating on children's stories and songs written by three haredi authors, Vilian (11) discussed the problem of writing haredi fiction, the inner world of the haredi child, common genres, themes and motives, and educational- didactic elements, as well as formal and aesthetic ones. Analyzing about then HCL books, Hovav (12) concludes the most of the HCL is **didactic**, rather than realistic, literature, described are usually perfect and one-dimensional, thus sounding artificial and causing possible frustration among the young reader. However, a comprehensive survey, covering most published HCL books, is still lacking and little attention has been paid to authors attitudes towards certain sectors and events in Israeli society, as could be revealed by an in-depth content analysis.

Purpose of the Study

As a preliminary stage towards a full-scale comprehensive study covering most, if not all the HCL, the present study was designed as an exploratory study with the following objectives:

- to assess the dimensions and the growth rate of the HCL.
- to find its main topics and genres.
- to gain knowledge concerning its authors opinions and attitudes towards various facets of the Israeli society, as well as the images they paint regarding their own sector.

Methodology

A preliminary search revealed that no detailed and comprehensive list of HCL books existed, except for very partial and inaccurate lists of booksellers or individual school libraries. Even the periodical listing in the national bibliography quarterly *Kiriat-Sefer* was far from complete, since many HCL publishers and authors do not provide the National Library with the two mandatory copies required by law. Consequently, the books had to be sought in various school and community libraries of the ultra-orthodox sector.

This technique of data gathering has a limitation since it ignores very old books, discarded from the collection due to wear, as well as popular books which are always borrowed out. Concerning the first problem it was assumed that many, if not most, of these old books were republished, and thus returned to the collection. At any rate, their number is probably very small since the growth and development of the HCL is a relatively new phenomenon. To overcome the second obstacle great efforts were made to extend the search to as many libraries as possible, as well as to certain haredi book dealers, thus hoping to "catch" even the popular books. Of an assumed population of about one thousand five hundred HCL books, more than six hundred were located for which formal bibliographical details were recorded as well as in-depth content analysis for about 100 books which dealt with present life and reality.

Findings and Discussion

This special group of HCL books was found to have several unique features which clearly distinguish it from the rest of children's books published in Israel.

Growth

The distribution of books according to year of publication indicates an enormous increase which started in the 1970's, and gained greater momentum from 1980 on: about 70% of the books were published from 1980 on, vs. 23% during 1970-1979, and about 7% during the former two decades (1950-1969). These findings corroborate Malchi's (9) analysis of *Kiriat-Sefer* listings that between 1970 and 1989 the proportion of HCL books rose from about 5% of the total number of children's books published in Israel to about 20%. The reasons for this rapid increase were probably an interesting combination of demographic and socio-educational factors. The haredi sector, the target-population of these books, has large families (6 children on average), (2) thus creating a vast potential market of young book consumers. At the same time, spiritual and educational leaders of this sector strongly oppose, on ideological grounds, any use of "secular" media, both published and electronic, including children's books. Arguing correctly that there is no value-free literature, including for youth, (13-18) they insist that youngsters be exposed only to

children's books which carry their values and ideology and educate towards them. Thus, reading remains the main recreational activity for these children, who watch no television, creating a strong demand for books. (19)

Genre

A genre analysis shows most of the books (about 68%) to be long or short stories, 28% - biographies or folk legends, and only a very small fraction (4%) - poetry, fables or diaries. However, a further analysis into more detailed genres reveals that, books dealing with present life realities, children's adventures or gang stories, comprise only about 36%, unlike the general Israeli children's literature, in which they form the vast majority. One-third of the books are biographies or stories of famous Rabbis (i.e. spiritual leaders) from ancient or recent times (21%), or stories and legends of the Old Sages, derived from ancient Jewish literature and retold in modern Hebrew, adapted to younger ages (13%). Another 16% are historical stories with real or fictitious characters, based on certain events from the long history of the Jewish people, in their homeland and during two thousand years of exile, or stories dealing with the Holy towns in the Holy Land. More than 10% of the books deal with the Jewish Holydays. Commandments of the Jewish Law, ethics and virtues. In only a small fraction (2%) is nature (plants and animals) the main theme of the book.

Story-Occurrence Period

Resulting from the aforementioned different division of genres, the distribution of periods in which the stories took place is entirely different too: the plots of about one-third of the books occurred during ancient times, from the Patriarch Abraham to the end of the Middle Ages, another one-third occurred between 1500 and 1920, and only about 30% occurred from the 1930's on.

Content Analysis

The most impressing unique features are revealed in a content analysis of these books, especially those dealing with present life stories. Due to imposed space limitations it was impossible to cite from these books in order to illustrate the following conclusions, thus inevitably presented in a condensed form.

Several books portray a negative picture of "secular" society in Israel, which is, more or less, a typical modern western society. The literary characters belonging to this society are sometimes depicted as ignorant of their rich historical heritage, often intolerant and disrespectful towards the Jewish religion and its followers. They lead an immoral and licentious life style, pursuing only career and material success, but remaining with feelings of emptiness and dissatisfaction. They look for cheap, shallow and superficial entertainment, to provide them with instant satisfaction, thus finding themselves chained to the television or video set. Many such characters are described as mentally restless, dissatisfied with their life style, suffering of spiritual confusion, and seeking the deep internal truth of life. Eventually, most of them repent, return to their religious and national roots, finding their long-sought peace of mind.

Comparing the secular society to the religious one, some authors point to the inferiority of the former, which held positive values and ideals in former pioneer generations, but gradually lost them following statehood. This erosion and deterioration of ideals and values is reflected also in the educational system which raises nationally rootless graduates, who frequently do not hesitate to leave their homeland and abandon their own people. (20-21)

On the individual level, the non-religious family too is usually described in a negative manner, depicting the parents as people whose main interests lie in their career, leaving little time, energy and understanding for their children. The woman, preoccupied with her career, looks down at her housework, leaving to the nurse the education of her only son, and showering him with expensive clothing and toys as compensation for the motherly warmth he lacks.

An even worse image is reflected of the Kibbutz, the world- famous Israeli innovation, regarded by many in Israel and abroad as one of the prominent symbols of the new Israel. Its members are depicted as ignorant in Jewish culture and history, and as leading a reckless and permissive style of life, especially concerning marriage. (18)

To understand it one should recall that the secular Kibbutz and the Kibbutz movement symbolize for the haredi community and doctrinal and fundamental uncompromising struggle against religion and its followers. The Kibbutz is perceived as the crusader of the militant socialist-communist secularism which adapted the Marxist conception regarding religion. (22-23)

This is not the proper place to discuss in detail the question to what extent these negative descriptions reflect reality. There is no doubt that such characters do exist and similar events did occur (20-23), but to what extent do they represent the **common every day reality?** Indeed, there are some Israelis who advocate a democratic-secular state, multi-national and multi-religious, separated from the Jewish religion and heritage, and denuded of its Jewish content and symbols. (24-26) However, a recent comprehensive survey of "Beliefs, Observances and Social Interaction Among Israeli Jews" indicated that the supporters of this ideology constitute only a small minority, while the vast majority prefers Israel as a Jewish state and adheres to many customs and symbols of the Jewish religion and heritage. (27)

As could be expected, the life of the haredi family is described in HCL books as tranquil, harmonious and satisfying, and the relations within the family are of love and friendship. The father is usually not home until late in the day, since he is busy studying Torah with his Yeshivah-mates. Thus, in many of the stories the mother plays the central role, and the children refer to her, since she is more available. She is a very hard worker, often tired and her daily schedule is overloaded, with almost no time left for recreational or leisure activities. Most stories emphasize her duties at home as mother and housewife, home and children being the center of her life. She is always busy caring for her children and the tasks are the traditional ones: kitchen, laundry, shopping, etc. Sometimes she works outside the home too, not as a career-woman, but rather to supplement her husband's income, allowing better conditions for the children. Her personality reflects austerity, efficiency, modesty, chastity, honesty, devotion, warmness and kindness. She is proud of her husband's devoted study of the Torah, and makes utmost efforts to enable him undisturbed study.

The haredi child characters are depicted in a similar positive way, loving their family and dedicated to it. The authors do not ignore the existence of frequent problems, weaknesses and frictions but the end if always happy: with the parents' patience and understanding, using educational methods, the child learns to overcome these problems and to fulfill his duties, including helping with housework. While all children strictly observe the religious commandments, especially the fifth one of the Decalogue, boys and girls differ. The former are happy with study of the Torah and prepare themselves towards this lofty ultimate goal, and the latter are reared towards building a Jewish home, in which they will fulfill women's traditional tasks.

Conclusions

The haredi children's literature which has proliferated recently, differs considerably from the regular Israeli children's literature regarding genres, themes, topics, content and story-occurrence periods.

Many of the images and descriptions are stereotypical in nature. Indeed, they have certain basis in reality, but the factual points are generalized by the authors in a manner, which does not always accurately reflect reality.

Some of the negative descriptions can be explained by reminiscences of ideological and political conflicts, mainly over religious, cultural and educational issues, between the haredi and religious sectors and the state authorities, from the 1950's and onwards. (1, 2, 19)

As pointed out by Hovav, (12) the HCL is a **didactic** children's literature, motivated by the authors' educational goals, who feel "recruited" and committed to this religious-national mission. This obviously a didactic-educational approach is a means in their continuous struggle against negative influences of the secular world surrounding them, with all its components, many of which are very tempting for children and youths.

Sociologically, this children's literature could be viewed as one of the means by which a religious-cultural minority attempts to educate its young generation, according to a certain sub-culture, with maximal separation from the surrounding general secular culture.

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Discourse After the Bomb

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"We cling to the Conventions; we devote ourselves to strengthening old ideas more than to looking for new ones. We soothe where we ought to alarm and stir to action ... the only things that perish are things which are not really used." Christa Wolf: 'The Reader and the Writer', in *The Writer's Dimension, Selected Essays* Virago, 1993.

In 1962 nuclear missiles were stationed in Cuba by Kruschev in the most dangerous piece of cold war brinkmanship yet seen. Fortunately for us, since our presence on this earth, in this condition of relative civilization, would have been impossible, they were not "eally used." Since that date a number of tests concerning the possibility of a nuclear war and more particularly its aftermath, as a nuclear war itself is of no interest, have been published for adults and senior school children.

My focus will be on two texts currently used with fourteen year olds in this country: *Z for Zachariah* by Robert C. O'Brien and *Brother in the Land* by Robert Swindells.

This is not a close textual analysis of these books, but a refraction of their reading through literary theory, especially the work of Mikhail Bakhtin. I shall first establish the framework of theory through which I am reading these texts, by reference to Bakhtin's essay "Discourse in the Novel" in *The Dialogic Imagination* (1981). Bakhtin's argument concerns two opposing forces in language, language being conceived of as "a system of linguistic norms . . . the generative forces of linguistic life, forces that struggle to overcome the heteroglossia of language, forces that unite and centralize verbal-ideological thought."[1] The force which seeks to standardize is the centripetal, and that which resists is the centrifugal.

Language is also conditioned by heteroglossia, a term partly analogous to Derrida's much later differance. Heteroglossia refers to the socially saturated nature of all utterances--loosely, it is the "discourse of the other," a term familiar from the work of Lacan, which is always present at the microlinguistic level. My words are shared with you, and if you are not of my persuasion, there may well be serious conflicts arising from the heteroglossic nature of our utterances. Of course, the situation of our discourse is never free. The degrees of constraint will vary with the structure of the social determinants. Hence in the individual the discourse of the other will always be significant. "Another's discourse performs ... no longer as information, directions, rules, models, and so forth--but strives rather to determine the very bases of our ideological interrelations with the world, the very basis of our behavior; it performs here as authoritative discourse, and an internally per-suasive discourse."[2]

There is a startling congruence between Bakhtin's concepts and the Lacanian position regarding the self as being structured in the interstices of linguistic forms. For the Bakhtinian self is either indissolubly a product of the discourse of the other--the authoritative enforced discourse, or a fluid, unsettled construction, moving within internally persuasive discourses, that ironically have emanated from the discourse of the other, leaving open "ever new ways to mean."[3] If we remember the self of psychoanalytic disclosure, split, chained to a desire for that which it cannot articulate, we may then enter the fictional world of the novels we are teaching our children with sharper and more wary a focus.

A number of differences concerning the novels' discourses are clear. *Z for Zachariah* involves two participants, the sixteen year old Ann Burden and the thirty-something scientist John Loomis. *Brother in the Land* is populated by the social groupings of a small Yorkshire town.

The consequent diversity in language engendered by the two texts is thus partly predictable, as it would of necessity be if we accept the accuracy of Bakhtin's theories, but also distinctly revelatory of aspects of our being we consider fundamental. Ann Burden, in *Z for Zachariah*, writes, "I thought, what's the use of writing anyway, when nobody is ever going to read it?" (p8) This heartfelt cry for the other's discourse to validate the experience of the self that is its linguistic correlate finds a strange, powerful echo in Bakhtin's last published work, "There is no first or last

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discourse, and dialogical context knows no limits...nothing is absolutely dead; every meaning will celebrate its rebirth."[4] But O'Brien fudges the issue, with the cozy interpellation of an addressee, the child reader, who is alive and well, living very comfortably in Worcester in 1995. "Then I would remind myself: some time years from now, you're going to read it. I was pretty sure I was the only person left in the world." The persistent optimism in this novel is epitomized by such facile juxtaposition. Of course, it is a teen-age audience of readers, and they must be . . . what must they be? I find a verb here difficult, because I want to say pacified. At the end of the novel the text runs thus, "The dream was gone, yet I knew which way to go. As I walk I search the horizon for a trace of green. I am hopeful." (p.192) All the conventions of realism, with its justified closure, evaporate in the nausea of this final image--transpose to a Western, with the setting sun framing the exploring hero, and the lie screams in your face. How can the reader accept "hopeful" as the last word on the post-nuclear world? Here is only the kitsch of the American dream.

In contrast *Brother in the Land* is bleak in its closing sentences, 'What I've tried to say is it was horrible. Too horrible to describe, though I've done my best. And so now I end it, and it is for little Ben, my brother, In the land." (p.151) The probability of the narrator's survival is minimal. He has been exposed to the initial burst of radiation from the bomb blast. But within the stark narrative, one which grips with its tension and movement, a great deal more has been laid before the reader in terms of the dilemmas created by the material preconditions of discourse, and the frailty of discourse itself within an extreme situation.

So it is then that Danny Lodge, the teenage narrator of *Brother in the Land*, strug-gles with the decency of his internally persuasive discourse in the early stages of the novel. "The soldiers, or whatever they are. They'll come and sort things out." "Why?'" There was a mocking light in her eyes. "Because it's their job," I snapped. "That's why. Soldiers always step in where there's a disaster." 'You're joking!" (p.32)

The other voice here is that of Kim, the young woman Danny meets and forms a close relationship with. Her internally persuasive discourse is heteroglossic, concerned to distrust radically the authoritative discourses of prebomb society. The contrast between these two characters is foregrounded throughout It is Kim who saves Danny from death, by killing his would-be murderer. Kim dialogizes Danny's conventional discourse in a way which disrupts, which has some affinity with the carnivalesque, the ritualized overturning of conventional roles and discourse types described by Bakhtin in his book on Rabelais. She has the strength of understanding denied to the male, who is caught in the discourse of the Other, that authoritarian site of spuriously objective conventions.

In marked contrast, Ann Burden has the internally persuasive discourse of an idealized Puritan, transposed to the late C20.

> "Let the chickens out of the chicken yard . . . Let the two cows and the calf, the young bull calf, cut through the pasture gate . . . There is still good grass in the far fields down the road, water in the pond, and the calf will keep the fresh cow milked . . . Dig up the vegetable garden." p.12

All this, to keep her presence unknown to the Other she knows is near. The implication is that her dedicated, orderly labor is a sacred duty; it creates for her the protection of a self-sufficiency that has excluded dialogical reality. She is constructed as a passive isolate, an Eve whose knowledge, of the contaminated stream, she will not share with the stranger until he has bathed in it, thus contacting radiation sickness. "All I can do is wait and watch. I hope it doesn't kill him." (p.27) This, from a young woman who has guns, knows how to use them, has the advantage of territorial knowledge, makes her refusal to intervene culpable in its passivity.

The novel continues to erode the possibility of discourse in its negative stereotyping. Loomis, the scientist, is an inventor of radiation proof material and wears a suit made of this. But he, being a man, is both aggressive -- he has killed Edward, a former colleague, to retain possession of the suit, and a potential rapist. In spite of Ann's understanding of her environment, and her ability to handle machinery, it is the scientist who is given the role of applied technologist. For all its sincerity, the text stays locked into the liberal humanist view of humanity that gives its readers quiet despair, and the satisfaction of submission to a self which submits to the internally persuasive discourse of its gendered impotence. In this novel there is no such thing as society.

The society of *Brother in the Land*, by way of contrast, retains its old order of discourse; the repositories of authoritative external discourse, such as, "Councillor Finch, the coal merchant who was always getting his picture in the *Times*. The *Skipley Times*, not the big one." (p.100), are depicted as those whom power has absolutely corrupted in the post-nuclear scene of predatory survival: "Finch slapped his hand in exasperation. 'Get him out of here, Booth. Take him out and shoot him.'" (p101). There is a military brutality in the discourse, cleverly dialogized by several references to World War II, which receives its ultimate carnivalization in the arrival of the Swiss.

In Danny's thoughts, "The fact that we'd been found by the Swiss was the icing on the cake, the little barrel of brandy round the St. Bernard's neck." (p.136) This grimly humorous stereotype is dialogized in the next page. The Swiss captain is severely military and militaristic.

> "You have seen fit to run this Headquarters along communist lines, rather than inthe manner laid down by your Government."
>
> "No, I've already explained. It was necessary."
>
> "It was your duty to protect your Commissioner, Captain. And if you became a prisoner of war it was your duty to escape." (p 138/9).

The authoritative external discourse of military semantic fields has just as much hold over the Swiss as it had over the warring nations whose bombs had destroyed civilization in the opening pages of the novel. It is, in Bakhtin's terms, the monolglossia which attempts to dictate a single point of view that the reader is aware of. It is terrifying to realize that there are no humane discourses left for entry, except in the scarcely societal organization of Branwell's group.

Swindells makes it absolutely clear that language is at the heart of our proper relations with each other as human beings. For as the deterioration of the post-nuclear "society" becomes more widespread as material conditions worsen, so the language of the survivors begins to be corrupted. New categories for survivors in particular circumstances emerge, together with a ghastly lexis of dehumanization--"Badgers" isolated in shelters--"Spacers" whose minds have been blasted to lunacy--"Goths" raiders from outside the area--"Purples" survivors who become cannibals. How insidious this kind of debased interpellation is may be shown by reference to Kafka's short novel, *Metamorphosis*, in which Gregor Samsa wakes up to his transformation as a bug. The word "ungeziefer" used by Kafka to describe Gregor, was Hitler's term for the Jews. We may also recall Marcuse's *One Dimensional Man*, in which the coinages "megadeath" and "overkill" are discussed to show how language structures a world view, in this case, the apparently unthinkable.

It would not be out of place to mention another novel set in a post-nuclear world, for its challenge to us in exposing precisely this relationship. Russell Hoban's *Riddley Walker*, not written for children, nevertheless is a powerful intertext for this discussion. The scene is very far into the future; there is no literacy. The people of this world are searching for understanding through language which is fragmented, medieval and modern, primitive and technologized. A character called Goodparley, the 'pry mincer' of Inland, explains the power of language in an ironically impoverished discourse.

> "What ben makes tracks for what wil be. Words in the air pirnt footsteps on the groun for us to put our feet into!" (p121)

The sadness and enormity of the loss is caught brilliantly in these words:

> "Riddley we ain't as good as them before us; weve come way down from what they ben time back way back. May be it wer the farms what done it poysening the lan or when they made a hoal in what they callit the Ozoan." (p125)

What is internally persuasive discourse for the main characters in the three novels I have considered runs then a wide spectrum. For Ann Burden in *Z for Zachariah* it is the sum of the Puritan tradition, creating through the window of her words an impossibly good and long suffering being, locked into a world view that does not challenge. Danny Lodge, in *Brother in the Land*, is

caught between his adherence to an internally persuasive discourse that derives from the old, decent ideologies of middle class England, and a developing understanding that Kim's words carry truth: his own discourses are dialogized by the cold militarism of the Swiss, and his adoption of dehumanized language when captured. "A Spacer. I'd pretend to be a Spacer. Spacers don't know any-thing." p98. Swindells displays through his fiction the pressure of change caused by an extreme situation. Hoban takes the process to an outcome which recalls William Golding's portrait of Neanderthals in *The Inheritors*. Whereby language has been broken and partially reformed, and the authoritarian external discourses of the scientists and priests which vied with each other in the prenuclear time, are dialogized into as groping myth; Riddley Walker, himself struggles throughout the novel to articulate the basis of his own internally persuasive discourse in a landscape inherited from our folly.

Such differentiation may well offer us the basis of a valuation of these texts. Certainly we can see through the lens of Bakhtin that discourse is our primary hold on the civilized, and that it is no easy grip. When away from our individual beings there are discourses of such power they threaten the very possibility of our long term survival. From this perspective *Brother in the Land* and *Riddley Walker* offer some kind of a dialogic, heteroglossic reply to the dilemma we all have, being language animals, which Christa Wolf shows so well in *Accident*.

> "We have accepted the gifts of false gods and all of us, every single one, have eaten the wrong foods from the wrong plates." p98.

End note: As I make a final edit of this paper, the news reported that Greenpeace was setting off to the South Pacific to try to prevent the resumption of nuclear testing by the French government.

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Children's Literature-Comparatively Reading. Thinking About the Pink Bits: A Consideration of the Influence of English Children's Literature

by
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The approach adopted in this paper is discursive and comparative, moving beyond the isolated analysis of texts, which of necessity formulates the underpinning of such study, in an attempt to begin to understand the relationships between Children's Literature and various cultures world wide. The notions of literary/cultural dialectics are proposed here in discussion form rather than as a finished thesis.

Lisa Paul, Debby Thacker, and Peter Hunt have variously identified and discussed children's literature as being positioned "on the margins" of society and academic study; in many ways, as they have proved, this is true. The purpose of this discussion paper, however, is to contemplate literature for children, and the study of such, as becoming the center of focus at certain points of cultural development by tracing some of the side effects of nineteenth-century English children's literature.

Initially I would like to draw your attention to the following statement by Matthew Arnold, a nineteenth century man of letters:

> Everywhere there is connection, everywhere there is illustration. No single event, no single literature is adequately comprehended except in relation to other events, to other literatures.

Arnold's thinking was determined by nineteenth century patriarchy which looked to the complete integrated self, and thereby subjectively made sense of the other. In one way the quotation is ideal in a discussion on comparative literature, in another sense it becomes indicative of the influence of English children's literature as a blanket spread across the Empire, muffling the indigenous literatures, for that which was valued was judged against the central standard of English literature.

Since the time of Henry VIII, England has been a colonial power as the Irish can testify; during the nineteenth-century this political activity escalated for we became most actively and obviously a world dominating imperialist force. Wherever the world map has been colored pink on the march of colonization, so English Children's Literature appeared. During their early histories the colonies, which also for a considerable period of time you will remember, included America, were economically unable to produce their own books for children. Reading materials were imported from the home country, the seat of industrial power in the 19th century, and therefore the ideological forces derived from imperialist England were also carried along. Historical accounts of the literary developments in America, Australia, Ireland and South Africa, for example, support this position. What I am interested at this time, in is not so much the impact of what I shall call "literary imperialism," but rather the side effects, the reactive literary movement in the colony in relation to the English influence. This reaction, I would contend, is particular in each case to the cultural and physical environments and draws into the circle of focus those forces which drive onward to separate the colony from England, through the literary consciousness.

Consider our American cousins. Initially they shared our Puritan literary roots in terms of children's literature, not unexpected for a colony strongly peopled by Puritan dissidents, until the work of Samuel Griswold Goodrich, (1793- 1860) who as the narrator Peter Parley described great travelogues combined with his own version of American history. America, need I say, is a big country which was being travelled and settled, therefore, it is logical that these considerations should feature in the literary consciousness dominating writing for children. The need to write a history is also instrumental for it is a way of documenting the consciousness, the identity of the culture. Irish children's literature is currently displaying a similar phenomenon in the work of Siobhan Parkinson and Marita Conlon Mackenna, for example, who have engaged in a revisionist approach to history and cultural identity through literature in books such as Siobhan's *Amelia* and Marita's *Under the Hawthorn Tree*.

But to return to mid-nineteenth century America and to compare the literature of that period with what was happening in England where the great expansion of fantasy had begun with the work of Edward Lear, Charles Kingsley and Lewis Carroll. In America the central concerns were not so clearly defined as fantastic, but essentially contributing to a dream, the American dream; the success of the individual, the dream of rags to riches. Horatio Alger in stories such as *Ragged Dick* the outline of which was written in 1864, typifies the belief that any American could succeed in this land of opportunity. To quote:

> "I hope my lad," Mr. Whitney said, "you will prosper and rise in the world. You know in this free country poverty is no bar to a man's advancement."

There had been actual cases of such phenonemal success in the lives of men such as Andrew Carnegie who had emigrated poverty stricken from Scotland to a new beginning motivated by hard work and self help. In England at this time the decade of nonsense had begun: 1862, Kingsley's *Water Babies:* 1865 *Alice in Wonderland* and Edward Lear's *Nonsense Songs* 1870. Whereas Horatio Alger's work contributed to fantasy through realism, and that was a realism with a very aware capitalist base, Kingsley, Carroll and Lear challenged and subverted the capitalist center of the world--the 1851 Great Exhibition was testament to this status--by making nonsense of Victorian life. Kingsley, for example, finally assigns his capitalist chimney sweep, Master Grimes, to an asylum; Carroll makes fun of industrialized Victorian England, the railways, the overly obsessive preoccupation with time and bureaucracy--think of the Mad Hatter's tea party, for example, where they are timetabled to move on regardless of need. Whilst Lear's "The Owl and the Pussycat" can be read as a subversive challenge to imperialism:

> The Owl and the Pussycat went to sea
> In a beautiful peagreen boat
> The took some honey and plenty of money,
> Wrapped up in a five pound note

They sail away for the statutory year and a day, to gain freedom, and then land on the island to marry and dance in the moonlight. At least they rule the island with love.....

Interestingly both Kingsley and Alger were engaged in the humanitarian tradition, combating the atrocities of industrialism which were visited upon young boys. Alger fought bravely against the padrone system which was a contract labor system, effectively buying young boys as street musicians and sending them out to beg.

> "The boys were treated brutally, many of them dying because of privation and disease. In 1871 Alger depicted their plight in "Phil, the Fiddler," and began a public campaign to free them, during which time his life was threatened many times.... Finally a particularly brutal case was only brought to justice by the efforts of Alger

whose energies brought the case to the notice of The Society for the Prevention of Cruelty to Animals. They took the case to the courts, and in 1874, as a result of the uproar caused by a child having to be defended by a society concerned with animals, the first state legislation was passed for the prevention of cruelty to children.

Consideration of the time span covering the major work of these writers raises questions concerning the stability of both nations during this period. In America it was the time of the Civil war, 1861-1865, whereas England was not engaged in turmoil to such an extent. For example, The London Underground was opened in 1863 as was Broadmoor asylum for the criminally insane, and in 1864, the first all-English golf club. A period of engineering achievement, social ills, but also striving to create a better society. I would contend that a culture in turmoil is not tolerant to nonsense or humor. (This point will be raised later in reference to South Africa.) For it was not until 1884 in America that Twain wrote *Huckleberry Finn*, the tall tale challenge to American society; bordering on the dreamlike fantasies of Kingsley and Carroll which were also underpinned by social criticism.

As briefly discussed the dynamics of 19th century capitalism compelled the literary expression in America and England to take diverse directions, now, at the end of the 20th century it is as if the circle is closing and capitalist pressures are enclosing the publishing worlds of America and England within the same whirlpool of market demand and creation which threatens to suck literary considerations into an economic void created by the multinational international marketplace.

The mass culture engendered in this literary world results in, as it were, the "imperialist" domination of the reading space, and therefore what is, and also what is not being published for the multinational market becomes a vital area of consideration. Historical books, for example, outside of a popular and mythic range, are becoming taboo, for it is argued that the reader has to have knowledge of the context to understand the work. Marita Conlon Mackenna's *Under the Hawthorn Tree*, an historical novel which deals with the period of the Great Potato Famine in Ireland, was marketed in the UK for it falls within the stereotypical expectations of "Irishness", whereas Siobhan Parkinson's far more engaging *Amelia* which surprisingly takes the Quakers of Dublin, not Catholics or Protestants as its social group, has not appealed to the UK distribution outlets.

Restriction and segregation are arising from commercial reasons and are therefore in danger of enclosing the literary experiences of children and channelling their reading into particular cultural knowledges. I am not suggesting that this is a conscious "plot" but rather a result of pragmatism. However, literature has not always been so self-ignorant in other societies, for example, South Africa where black writing was suppressed during apartheid.

As with America, albeit much later, literature for children in South Africa was for a considerable period of time imported from England. Much of the early South African writing for children in English, emanating from the early years of this century, (there is a small Afrikaans tradition) smacks of Henty-like maleness; the adventurer confronting the veldt accompanied by his trusty dog, thus echoing the values of the adventurers who explored and settled the Africa. Those stories are time locked within values of Englishness transported to the colonies. The landscape differs, but the ideology reflects that corner of a foreign field which is forever England, which has, until recently, tended to remain time frozen in the comfortable colonialism of the 1950s. Under apartheid The Ravan Press continued to strive to publish and encourage black writers. The narratives reflect the mythic consciousness of suppression, for cultural identity is retained and nurtured through myth.

Post-Apartheid there is a swelling of realist fiction, in the exploration and demonstration of both the conjunction of cultures, black and white, and the African experience per se. In some of the texts there is a movement toward an honesty where it is recognized that the bitter inheritance of such division cannot be wiped from the page in but a matter of months, and that the cultural tensions remain.

Not only do cultural tensions remain in the substance of the narrative, the action, characterization, plot etc. but also in the very ways that the narrative is constructed. The African tradition is essentially an oral tradition. The pattern of listening to these stories is one where the audience move in and out of the group as they wish. In a Eurocentric situation--the static audience listens while the story continues with a beginning, a middle and an end. The expectation is that we sit as a group until the story is finished, the frame closed. These narrative structures are imbibed from the early experiences of socialization into story listening. Current research in South Africa by Dr.Myrna Schnell has proven that the African understanding of narrative is different from the Eurocentric. The implications of this are very far reaching. How do we educate but through narrative? We tell the story of a subject whether it be mathematics or English literature. I am not making claims of preeminence for the Eurocentric, but rather need to point out that there are differences. Margaret Meek is currently researching the narrative structures embedded in nonfiction for children. Narrative constructs a "logic of the imagination," to quote T. S. Eliot. The situation in South Africa is at the stage of investigation in one arena, combined with efforts from the publishing world to enable African writers to become effective in absorbing African narrative into the Eurocentric literary field. At present this is being done through the conscious use of myth, the notion of the journey or quest, and the reinterpretation of symbolism for the Eurocentric reader. What I mean by this is that it is easy to misread the signified because we employ a Eurocentric mode of deconstruction which is culturally embedded in how we interpret those signifiers; for example, a cave to us is a source of mystery, threat, the potential home of dragons and demons; in African culture it is a place

of security which equates with the Greek concept of ekos, the home, the fireplace. Works such as Carolyn Parker's *Witchwoman on the Hogsback* are endeavoring to close those gaps, although ironically Carolyn Parker is European! Literary gaps are attempting to be drawn together in other ways, for example, the picture book is striving to find an African identity.

This Easter saw the opening of the first exhibition of South African illustrators. The African picture book is comparatively young, and much of the work is realist based which is only recently beginning to show the freedoms of humor, fantasy, wiftyness, and surrealist subversion with which we are familiar in the work of Anthony Browne, and Raymond Briggs, for example. At the recent Children's Literature Conference in Pretoria, (Easter 1995) there was a concentrated debate on the lack of humor in South African children's literature. It would seem that there is, in the narrative little space for humor, as yet. Humor is appearing in visual form, the work of Marjoram van Heerden, for example, for there is the freedom of laughter in the open text of visual readings. The illustration is freed from the burden of language where there are eleven national languages before one contemplates the different dialects. Illustration allows the reader to formulate their own narrative beyond the problems of formalized language. The African oral tradition also offers more than language for there is a strong basis of movement, sound, music and energy rather than the pictorial, the visual, as is the case with the Australian Aboriginal tradition.

Currently in Australia, Dr.Maureen Nimon is working with Aboriginal storytellers whose basis for imaginative expression is through the Dreamtime artistic creations. Again there are problems with what could be termed, "narrative disjunction" the mismatch between the natural narrative of the culture and the required narrative forms of the dominant literacy, which is again Eurocentric. The texts which are trying to construct an Aboriginal narrative for the reader, rather than the listener, or initiated viewer, combine a multiplicity of techniques. So there are various forms of annotations, using balloons, or narrative blocks etc. to add narrative to the Dreamtime paintings in order to communicate the interpretation of the art, where, for example, the very patterning employed to depict the trees has a semiotic signification. One of the problems is in defining, describing and critiquing this multiple literary form.

Academics have articulated their understanding of this work in terms such as "post-modernism", but as Maureen Nimon points out, this is essentially problematic for the signification of the Aboriginal culture becomes suffocated by English literary terms--for it is a form which is of itself, the "other." In the 19th century there was overt physical imperialism in the 20th century we have intellectual imperialism. The Eurocentric academic literary discourse silences the indigenous voice by absorbing it into the language of the dominant culture.

Interestingly such searching for linguistic identity is happening through children's literature, itself a marginalized area, for it was predominantly at the margins of literature, in publishing for children that the "Dreamtime" stories found a literary place.

In some areas of Australian, and South African Children's Literature there is an identifiable dynamism in the relationship between myth/fantasy and culture as the constraints of colonialism and political control are being broken--one may draw comparison here with the late 19th century Celtic literary revival in adult Irish literature, and the 20th century movements in Irish children's literature where myth equates with the freedom of the imagination through which a silenced colonial people may find identity. However, unfortunately children's literature, albeit working in the world of the imagination, may not always be a liberating medium, for if one considers the literature which until very recently has been produced for children in the Czech Republic, then a repressive regime thrives on the mythical nature of fairy tale a form of cultural retardation through the feudalistic patriarchy of the fairy tale. Most Czech children's literature is the republishing of fairy tales, not rewriting as currently witnessed in America and the UK, thereby constraining the reader within the social and moral structures embedded in the stories.

Ironically in this 20th century post-imperialist era English children's literature still continues to be a radical influence, not only in obvious ways through the multinational publishing companies, but also less so as follows. In the Czech Republic the British Council have innovatory language courses to fast-track teachers who need to move from teaching in Russian as a first language to English. These courses are most effective, and take English books for children as their texts--so the world still blushes pink.....if more gently so than of old.....

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Cartography in Children's Literature

by
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Maps have been used as an illustrative device in children's books for a long time, certainly since 1883, when a map was incorporated in Robert Louis Stevenson's book *Treasure Island*. They are, however, an area of illustration that has been largely ignored by critics. While children's picture books have evoked a great deal of critical attention, particularly in the last twenty years, map illustration has been forgotten. This is probably because critical attention has focused on the picture book for the under ten age range, while maps are generally used for textual illustration for the ten to fifteen year age group.

Illustrations are often deemed unnecessary for this age range, who can, or should be able to, read quite adequately and therefore do not need added explanation through pictures. Although surely having given a child reader good quality illustrations in picture books, to train their artistic eye, increase reading enjoyment and comprehension, we can do the same for the older age range. Maps are most commonly used as frontispiece illustrations in adventure and fantasy books. They have also generally been aimed at the male reader, when children's books were marketed separately for boys and girls. Maps usually appeal to boys, who prefer the factual diagram of the map to the artistry of a picture. Maps have induced many a reluctant boy reader to delve into a book. Girls now have more of an opportunity to enjoy these illustrations as well.

A good map will complement the written text and internal illustrations, and add another visual level to the text. In an illustrated text it is unusual for the map to be drawn by the illustrator, so the book becomes a three-point collaboration between writer, illustrator and cartographer. Often the map is the sole illustration of the book, and therefore sets the tone of the book. It is vital that the map is in keeping with the subject matter, style and tone of the text.

On an educational note, children are now less skilled in cartographic recognition techniques, than in the 1800s when *Treasure Island* was published, due to geography being taught in a different way. Any literate child in 1883 would have been schooled in cartography, and would have read the map with relative ease. The contemporary child will probably have more difficulty with it. The more modern maps in my selection, e.g. *A Wizard of Earthsea* are certainly simpler, with fewer traditional cartographic devices, such as longitude and latitude and sea depths. Even though the modern child may not understand the map as fully as previous generations, I still believe that the map is a valuable illustration. The modern child brings greater artistic appreciation to the text, which compensates for the lack of technical cartographic knowledge.

Maps are a useful tool in helping to manage the text for a young reader. It is especially helpful when the text spans a large geographical area, or a foreign part of the world. The reader can reorientate through reference to the map, and the hesitant reader can check that he or she is still on the right track. Maps, like many illustrations often suffer in the size reduction from hardback to paperback copies. For instance, the map of the lake in *Swallows and Amazons* is reduced from a 26cm by 20cm size color illustration, to a 20cm by 18cm size black and white map. The map is a much more impressive and effective visual medium, in the hardback copy. In describing maps, the Art critics terms of form, shade, style, color, detail, background and technique can be employed. The specific cartographic terms of accuracy, line, emblem and framing can be combined with the art critics terms to develop a rich critical language to use in reference to maps.

Maps in children's books can be divided into three groups, the first is of maps which depict a real place, such as in *Kim*. The second group is of fantasy maps which have no basis in reality and are the creation of the author and cartographer, such as the maps of *A Wizard of Earthsea*. The third group combines both real and fantasy, when the map shows an area which is real, but has been altered to fit the plot, as in Arthur Ransome's *Swallows and Amazons*.

The first map that I shall examine in detail is the frontispiece to *Kim* by Rudyard Kipling. This is a factual, accurate map of Northwest India, during the period of British rule in which the book is set. The map is an important aid to reader understanding, since the modern map of India

is very different since the partition of India in 1947. The child of 1901, when the book was published would already have been familiar with the map of Empire India. The contemporary child needs the map to fully understand the text. No cartographer is acknowledged, merely a company name, Emery Walker Ltd, suggesting, perhaps that this was a commercial ordinance survey map, rather than a commissioned work. This map utilizes professional cartographic techniques, with land height above water indicated by shading, and borders, rivers and roads indicated by line variations. It is the only map in my collection to have the latitude and longitude marked on it, which shows the area that the map covers, a far larger area than any of the other maps. The map has no artistic flourishes, and the key states that the map is measured in "English miles" which fits the nationalistic tone of the book.

The other factual map, by Mr. or Ms. Mann, is in Rosemary Sutcliff's *The Eagle of the Ninth* and is similar in style to Emery Walker Ltd's map. It is an historical map, with Roman place names and their modern variations, for reader reference. One of the most immediately striking things about this map is its frame. It is very tightly framed, with northern Scotland actually touching the border. This gives a regimented, almost claustrophobic feel, which is exacerbated by the small squashed key in the right hand corner. Even though the map depicts Roman Britain, the coastal outline is of present day Britain and Ireland. This is an anachronism but a necessary one so that the map is recognizable to the child reader. The map is the second illustration of the text, positioned after a drawing of the book's hero, Marcus. This is to show that humans are more important than geography in this book, and indeed the text does concentrate on Marcus and his adventures rather than on the geography of Roman Britain.

The imaginary maps of *Treasure Island* and *A Wizard of Earthsea* are very different in style to the "real" maps. They have a great deal more character and individual artistic expression and a looser, less formal style. The map of *Treasure Island* is distinctly nautical, as befits the book. Much of the detail has, unfortunately, been lost in the transition to paperback, and the handwriting has become very difficult to read due to the size reduction. The map purports to be of the treasure island of the books title, the discovery of which begins the action of the book. The map in print helps to convince the reader of the reality of the tale, and the maps proximity to the beginning of the text indicates its importance to the story. It is an unframed map and its limitlessness is increased by the absence of longitude and latitude, which, the map states, Jim Hawkins removed. The map is drawn in the cartographic style of the 1750s, with mountains and trees drawn as if viewed obliquely, whereas the rest of the map is viewed as if from above. The nautical devices of the elaborate compass, ships, beach lines and leading light lines, are all echoed in the map of *Swallows and Amazons* where the erstwhile explorers attempted to replicate an old nautical map. One slight mistake is that the three sets of writing at the base of the map are supposed to be by different people, written at different times, but the handwriting is identical in them all.

The map of *A Wizard of Earthsea* is of the islands of the Archipelago, literally depicting the "earth" and "sea" of the title. It is a reference point for all four books of the Quartet and depicts some islands that are never mentioned in the text, which evokes the feeling of a whole world, not just a created entity. The map is frameless, indicating the freedom of Earthsea and the possibility of further unmapped lands. The figure to the left of the compass is possibly a depiction of Ged, who was certainly a person who has the freedom to roam the islands. It could reflect his importance to Earthsea, as the Archipelago's greatest magician and savor of the known world in the third book of the series. It is certainly a male figure in Earthsea travelling dress, and his prominent position the map is a reflection of the male dominance in the world of Earthsea, which is one of the subjects of *Tehanu*, the last book of the Quartet. The Ged figure is in opposition to the wind, which symbolizes mans battle against the elements and the Earthsea attempt to subdue the natural forces by magic. The only incongruous note is in the scale, which is in miles rather than an Earthsean measure.

My final two maps are combination maps, the frontispiece map by E. H. Shepard in Kenneth Grahame's *The Wind in the Willows* and Steven Spurrier's map in Arthur Ransome's *Swallows and Amazons*. E. H. Shepard was, of course, the illustrator as well as the cartographer of *The Wind in the Willows* and the map is in the same artistic style as the rest of the illustrations, and is the most picture-like of all the maps. This map is the frontispiece of the 1954 Reprint Society Edition, but it is not included in several other editions. As the text also has additional

illustrations, it could be that the map and extra illustrations were originally excluded but put in later editions when Shepard's illustrations came to be considered as an integral part of the text.

The map is a view of the River Thames, which Grahame knew well but which he altered a little for literary purposes. The river is the focus of the map as it is of the book, with all the action set around it. The map is in green ink which is a reflection of the verdant countryside of the Thames area. This is the only map with movement and character figures in it. The river and canal are flowing while Toad languishes on the lawn, Rat punts up the river and Badger surveys the scene. The map covers a small area, the confines of the book, and is only framed by the limits of the characters experiences. Significantly, the Sea Rat is leaving and has nearly passed off the map. The view is across the scene rather than looking down from above, and the character figures are larger than the correct scale, as they often are in the illustrations.

Steven Spurrier's map in *Swallows and Amazons* is skillful amalgamation of the two lakes in the Lake District that Arthur Ransome had combined for the setting of the book. All the other illustrations in the book are by Ransome, although he only began to illustrate the series with *Peter Duck*, the third book, and then worked backwards to add illustrations to *Swallow and Amazons* and *Swallowdale*. The map is nautical in tone and the lake is the focus, with the children's place names, such as "Rio" and "Wild Cat Island", being used throughout. The map shows the area that the children explore during the book, with the limitations being marked "Unexpected" and "Arctic" and "Antarctic". The map is in line drawing with green and blue decoration, which is lost in reproduction. The important places on the map, the friendly native settlements and savages, are drawn on a larger scale and from an oblique angle. The map has a small frame and it entirely fills the double spread on the inside of the cover.

The maps that I have commented on are just a small selection chosen from among my books. There is scope for a great deal more study in this area, on a far wider range of maps from several countries. Through these observations about maps, I hope that I have shown that maps are an interesting branch of illustration and worthy of more critical attention.

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D. W. Winnicott: the Creative Vision

by
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"In creative living you and I find that everything we do strengthens the feeling that we are alive, that we are ourselves."[1] In these unpretentious but compelling words we hear the characteristic idiom of D. W. Winnicott, the pediatrician, psychoanalyst and gifted writer whose work is best known through the collection of papers entitled *Playing and Reality* (1971), and whose thinking, I suggest, provides the most effective validation of every kind of devoted labor in literature and the arts which is currently available to us. Though seemingly unadorned, Winnicott's style is highly distinctive. His writings are fresh, sinewy and alive - alive with that sense of thinking and living creatively which is one of his central preoccupations. Modestly conceived, the notion of "living creatively" would be exemplified, according to Winnicott, if one were to take some sausages and cook them not merely as Mrs. Beeton or Clement Freud direct, but "somehow to cook sausages for the first time ever."[2] The full and startling scope of his conception, on the other hand, begins to come home to us when he writes that "Creativity...is the retention throughout life of something that belongs properly to infant experience: the ability to create the world."[3]

If this formulation reminds us that Winnicott was a psychoanalyst by training, what has to be noted is his radical **refashioning** of a number of received Freudian notions. In "The Location of Cultural Experience", for instance, Winnicott writes that "Freud did not have a place in his topography of the mind for the experience of things cultural."[4] Winnicott's contribution has been not merely to chart cultural experience on to the psychoanalytic map of the mind, but to show that from first to last creativity is **constitutive** of the human psyche. In doing so he has overturned the reductive Freudian notion that cultural activity is always a secondary manifestation of primitive instinctual drives. Winnicott is important to us because he has formulated a theory of development which makes creativity central and intrinsic to human nature, to the way in which we become ourselves. He shows that cultural activity is neither **faute de mieux**, nor an optional extra: it is, rather, what life is about. For the adult, as for the infant, life is what it is because of our "ability to create the world".

How does Winnicott's theory give definition and substance to these large claims? What we find in the first place is that his ideas are built on the fascinating account he gives of the earliest stages of individual existence. When he declared in a typical paradox that there is "no such thing as an infant," Winnicott was not only pointing to the obvious truth that a baby has no organized identity of its own, but he was saying that in normal circumstances what is there to begin with is the "nursing couple". The essence of this initial state of affairs is that the "good enough mother" ministers to the baby in such a way that he or she gets started in life through the illusion that the world is his own creation. While the baby is in a state of total dependence his needs are met as if by magic - so that, paradoxically, he lives in the illusion of his own omnipotence. The way in which the mother presents herself **answers** to the infant's unshaped conception of what would meet his need at the given moment.

Shakespeare's King Lear is an old man who in many respects begins to outgrow this phase of existence only during the last tragic days of his life. As a rule, of course, we grow up at a somewhat earlier age. How then is the transition from the infantile illusion of omnipotence to a bounded sense of identity normally effected? Winnicott's account of this transitional phase of human development is the intellectual contribution which has made his name known beyond the pages of psychoanalytic journals. If there is at first a near-complete adaptation to the baby's needs on the part of the mother, her "main task", thereafter, "is disillusionment".[5] That is to say, she will gradually "fail" her adaptation - in a way which intuitively introduces the baby to "reality". If the initial union of mother and child were to be symbolized by two concentric circles (the baby's inside the mother's), then as a result of the process of "disillusionment" the child has become an autonomous individual when the circle of his existence can be taken to be **outside** his mother's: he has emerged from the mother's embrace and acquired a bounded and finite sense of

his own identity - and of a "not me" world beyond him. Meanwhile, however, we can picture an intermediate phase where the two circles overlap - suggesting the traditional image of a Venn diagram, with a shaded area common to the two circles. In Winnicott's terms this gives us a figure for the union of the mother and infant at the point, in time and space, of their separation. What Winnicott famously calls the "transitional object" (or "phenomenon") is the symbol of this union-in- separateness of mother and child.

What Winnicott has in mind here is the special object - a teddy bear, a dummy, or simply the fluffy corner of a blanket - which he refers to as, among other things, the infant's "first not- me possession". He uses the term "phenomenon" as well as "object" to indicate that intangibles such as sounds ("mum-mum") may fulfill the same function in many cases. One of Winnicott's all-important statements is that the transitional object is the first manifestation of both creative play and of symbol-making. Of equal and correlative importance is the implication that imaginative play is therefore intrinsic to the process whereby the infant begins to establish his own identity. Moreover the developments which are initiated here will never be resolved in any conclusive way, for the paradox of the transitional object is that it is both "subjective" and "objective, both "created" and "found" - and this borderline territory, this "third area", between inner and outer will always be part of our experience.

Winnicott argues not only that we must always struggle to redefine our own sense of the relationship between inner and outer, perception and apperception, but that the transitional object is the prototype of all later cultural activities. In a remarkable coinage he refers to the "area" of overlap between mother and child, symbolized by the transitional object, as a "potential space". Towards the end of the paper on "The Location of Cultural Experience", Winnicott writes:

> I have tried to draw attention to the importance both in theory and practice of the third area, that of play, which expands in creative living and into the whole cultural life of man. The third area has been contrasted with inner or personal psychic reality and with the actual world in which the individual lives, which can be objectively perceived. I have located this important area of **experience** in the potential space between the individual and the environment, that which initially joins and separates the baby and the mother when the mother's love displayed or made manifest as human reliability, does in fact give the baby a sense of trust or confidence in the environmental factor.[6]

If I have given no more than a minimalist sketch of Winnicott's contribution, it may nevertheless be sufficient to show that the theory can have a number of powerful effects on our thinking. The general statement that can be made is that cultural activity is not an adornment to be **added** to life - it is what life is about. The experiences which take place in the third area, the potential space between ourselves and our world, are what makes life seem significant and worthwhile. Continuous as they are with the creative processes which first gave us a hold both on ourselves and our world, these experiences - because they renew our sense that we have "the ability to create our world" - are at the heart of the feeling "that we are alive" and "that we are ourselves." Moreover the theory not only points the way out of the cul-de-sac where cultural activity is thought of, however piously, as an optional extra, but it releases us at the same time from thinking of creativity in terms purely of the individual. Though it emerges from the psychoanalytic tradition, Winnicott's theory is profoundly social in its bearings. Creativity is, from the first, intrinsic to what makes us members of the human community, so that the responsibility of the educator is not merely to "stimulate" the individual, but to foster the third area - for it is only within this realm, this uniquely human dimension, that we can come into creative possession of our imaginative - and intellectual - experiences.

There is a well known poem of Wordsworth's, entitled "We Are Seven," which puts us in touch with the nature of the third area more effectively perhaps than any discursive summary. In the poem an adult narrator encounters "a little cottage girl" with whom he enters into a dialogue, which begins in this vein:

"Sisters and brothers, little maid
How many may you be?"
"How many? seven in all," she said,
And wondering looked at me.[7]

Though the adult is the enquirer the "look" of the child perhaps signals that it is the adult whose attitude will be most brought into question in the poem. The continuation of the dialogue reveals that the little girl counts a brother and a sister who are dead, and buried in the churchyard where she often plays, among her "seven." While the narrator vainly endeavors to prompt her to revise her total, the achievement of the poem lies in the way it creates the realm (entirely removed from naivete or sentimentality) in which for her they **are** seven. The adult wishes the child to make an unambiguous distinction between the subjective and the objective aspects of her experience, but she is inhabiting that "potential space" where the two are creatively and intrinsically intertwined. The incomprehension of the adult, we note, is inseparable from his inability, or refusal, to enter into the child's play:

"The first that died was little Jane;
"In bed she moaning lay,
"Till God released her of her pain,
"And then she went away.

"So in the churchyard she was laid,
"And all the summer dry,
"Together round her grave we played,
"My brother John and I.

"And when the ground was white with snow,
"And I could run and slide,
"My brother John was forced to go,
"And he lies by her side.

"How many are you then," said I,
"If they two are in heaven?"
The little Maiden did reply,
"O Master! we are seven."

"But they are dead; those two are dead!
"There spirits are in heaven!"
'Twas throwing words away; for still
The little Maid would have her will
And said, "Nay, we are seven!"

In "The Location of Cultural Experience" Winnicott writes:

> An essential part of my formulation of transitional phenomena is that we agree never to make the challenge to the baby; did you create this object or did you find it conveniently lying around? That is to say, an essential feature of transitional phenomena and objects is a quality in our attitude when we observe them.[8]

Of the narrator in "We Are Seven" we feel that he has attempted to dismantle the ambiguity of the child's experience in a way which runs counter to our best intuitions. He is a forerunner of Mr. Gradgrind, and a progenitor of the utilitarian calculus which so often threatens our work. Winnicott has said that "in considering these (transitional) phenomena we must recognize the central position of Winnie the Pooh." In the opening pages of *Winnie the Pooh* we enter a realm not only where Christopher Robin comes bumping down the stairs with the archetypal transitional object, but where, as we may all recollect, the adult narrator (unlike Wordsworth's in "We Are Seven") adopts just that attitude towards the situation which is subtly

and intuitively responsive to its ambiguity. The stories are of course one of the most engaging celebrations of the human phenomena which Winnicott has drawn to our attention. They ar also a wonderful model for the kind of responsiveness, understanding and responsibility which is required in order to keep alive the kind of humanity which they embody.

Footnotes

[1] D. W. Winnicott, "Living Creatively", in *Home Is Where We Start From: Essays by a Psychoanalyst* (Pelican, 1986). p. 43.
[2] Op. cit., p. 51.
[3] Ibid, p. 40.
[4] D. W. Winnicott, "The Location of Cultural Experience" (1967), in *Playing and Reality* (Tavistock, 1971), p. 95.
[5] D. W. Winnicott, "Transitional Objects and Transitional Phenomena", in *Playing and Reality* (Tavistock, 1971), p. 13.
[6] "The Location of Cultural Experience", pp. 102-3.
[7] Wordsworth W., "We Are Seven", in *Lyrical Ballads*, ed. R. L. Brett and A. R. Jones (Methuen, 1973), p. 66.
[8] "The Location of Cultural Experience", p. 96.

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D. W. Winnicott, *Playing and Reality* (Tavistock, 1971).

Teachers as Readers/Students as Readers

by
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Literacy and lifelong learning are desirable goals; however, the love of reading needs to be a companion goal, or perhaps it is a prerequisite goal. The teacher and the librarian are key role models for students establishing reading habits. Educators acknowledge the need for teachers to read both professionally and for pleasure; however, studies show that educators do not read as much as they feel they should professionally, and they feel guilty reading for pleasure.

Theory must be placed into action to obtain objectives even if the major desired result is enjoyment of reading. Motivated by the desire to obtain funds for current, quality fiction when I felt compelled to spend the entire budget on reference sources, periodicals, and electronic sources to use for the demand of research across the curriculum, I applied for a $500 grant in the spring of 1991. This was the first application period for the Pulaski County Special School District Foundation Grants, the local school district grant for which any educator, department, or school could apply. Although I envisioned an ongoing project, I did not envision the granting of six more grants to promote love of reading.

Reading Cliques was funded based on two objectives.

> to promote reading for pleasure among high school students
> to promote reading as a lifelong leisure skill

The program description was very simple

> Current, popular, well written fiction for secondary students will be purchased and publicized through displays, announcements, special reading events, and peer reviews. From popular well written fiction students will expand reading to other areas of pleasure and/or need. The regular budget never reaches to include materials just for pleasure reading; it covers the reference materials, periodicals in print and microfiche, non- fiction, audio-visual materials, and only a very few fiction books.

The method of evaluation was very concise -- Students will increase the number of books which they read for pleasure.

Activities for each month were listed along with a projected buying guide, and the target number of students was the entire 850 students in the school.

When the grant was awarded I received several unexpected results. As I worked with teachers in my building and both school and public librarians, I discovered very little communication among secondary people regarding fiction books or reading for pleasure. I usually received a hurried reference to a "best of" list or something currently reviewed in a periodical. I realized that I personally needed a network of professionals with which to discuss fiction books. A process began which would develop over several years.

The "Reading Cliques" grant promoted fiction books and began, but did not achieve the desired results in one year. I realized that I had written the grant so that I did the promoting and the working with students. For the best effects I needed to involve the teachers as well as the students.

In the spring of 1992 I wanted to continue promoting reading for pleasure; however, since I was applying to the same school district Foundation Fund, I needed a different approach to achieve the funding. In working with teachers closely for all types of research projects, I decided to apply for a $500 grant for the "Opposing Viewpoints: Great Mystery Series." Students of all ability and several teachers could use these for additional projects. This grant surpassed my expectations. Both students and teachers enjoyed the material as pleasure reading in addition to

the class projects I had in mind when applying for the grant. These books are still in demand although class projects have changed, and the co-operating teachers no longer work at my school.

This successful grant led to the desire for mythology books and the one of three 1993 grants *Mythology of Many Cultures*. Although the $1000 grant was written for two classroom activities, teachers and students read through the series *Monsters of Mythology* and *Library of the World's Myths and Legends* in addition to individual titles.

I needed more new fiction in the collection as promoting pleasure reading was being successful. Based on my experiences with "Reading Cliques," I wanted teachers involved with motivating students to read fiction for pleasure. I had just written the grant and was looking for a unique title when I discovered an article in *School Library Journal* about the Teachers as Readers Project which began in Virginia. "Teachers as Readers/Students as Readers" became the focus of a grant which was awarded for $500. As competition for the Foundation grants was increasing every year, I covered more areas with the objectives. I also wrote it as if it were more classroom centered rather than a library media center activity.

The objectives were:

- Teachers will encourage students to become lifelong readers.
- Teachers will model lifelong reading pleasure.
- Teachers will share quality literature with colleagues.
- Teachers will gain experience and confidence with book discussions.
- Teachers will enhance teaching and learning through reading experiences.

The grant description centered around the classroom and the teacher:

> The Teachers as Readers Project endorsed by American Library Association, International Reading Association, Association of American Publishers, National Council of Teachers of English, and a growing number of other professional organizations focuses on teachers who read encouraging students to become lifelong readers. When teachers read and enjoy quality literature with confidence, they contribute to the rich, literature environment of classrooms. This grant will fund new quality fiction materials in addition to what is available in the local school which can be used by all levels of students. This project is essential as the Pulaski County Special School district embraces whole language approach to learning which will impact both elementary and secondary students. Teachers must be familiar with and be willing to be familiar with the literature they use with students, not just the material in textbooks or a title. Students must be confident that teachers read.
>
> Approximately 10 teachers will meet to discuss books they read. The group may all read the same book or several different books for a discussion. As they meet a minimum of once each month, they will also discuss literature informally in the lounge or around school.
>
> The grant recipient will organize the group and co-ordinate ordering books. The grant will be the only source of funds to purchase quality lifelong reading for students and teachers as regular budget must support the curriculum demands.

I tried to make the evaluation different from previous grants.

> Evaluation will be based on the involvement of the teachers in the reading group, their influence in motivating their students to read more fiction books for pleasure, motivating students to read more for class needs, and perhaps the development of more than one book discussion group or the continuation of the group for more than one year.
>
> The grant recipient will share success of the reading roup with other teachers in the school and with other schools in the district.

Fortunately the grant was awarded. I had also designed a staff development class based

on similar objectives as the grant. At the time I did not realize that the grant's success depended greatly on the success of the staff development class. Any teacher or administrator in the school district could take the forty-vive clock hour staff development class for three hours academic credit which counted in the pay scale. An excellent mixture of fourteen teachers enrolled - seven teachers from my building, one elementary teacher, one high school science teacher, two junior high teachers, and three library media specialists representing elementary, junior high, and high school. From the viewpoint of the group facilitator, this was a perfect group for all discussions. Everyone brought a unique aspect to the group. Participants read ten books, five professional articles, presented one book talk, one book promotional idea, and one book project or lesson plan.

Class participation far exceeded the requirements. Teachers frequently read a book someone had shared with the group added comments at a later meeting. Although all the teachers were extremely busy with teaching, extra curricular activities, committees, family obligations, and perhaps another class they all read more than the required amount. As with any group of dedicated teachers, we arrived feeling exhausted, but we left feeling refreshed. At the end of the staff development class I registered our book discussion group as a Teachers as Readers Group. We continued to meet monthly, and people would bring friends. I hope for other schools to form and register groups. This year the teachers in my school asked to continue the Teachers as Readers Group, which in April 1995 the national organization combined with the Parents as Readers Project and the Family Reading Night Project to form Reading Together, Inc.

I wanted people to feel that they were part of a special discussion group each session, so I looked for rituals which would be inclusive. Simply making a discussion square of the rectangular tables in the middle of the room each session included everyone as a group. It also announced to all the people walking through the library media center at the end of the day that a special group was meeting. The teapot and china tea cups and saucers also became a part of the ritual for meeting. The official staff development class for the informal extended Teachers as Readers Group are the only times these two rituals are observed together.

The book discussions were not limited to the weekly meetings, they carried over to the teachers' lounge and to the classroom. Students checked out books which their teachers had read, and teachers read books which students found particularly interesting.

This group helped me select the books for the grant purchase; they were knowledgeable of the types of fiction which were needed for purchase, and they motivated their students to read the books. Teachers and students now take the selection of books for book reports as seriously as they take the selection of materials for in-depth research projects. Students frequently share what they read with other students and teachers.

This success grew into the grant applied for in the spring of 1994. I discovered that little documentation is made of secondary school literature discussion which is not teacher controlled. Since our students are proficient in student team learning groups, "Literature Circles: Reading is Not a Spectator Sport" seemed a natural grant.

Grant objectives included several learning objectives.

- Students will read, analyze, discuss, and complete projects from multicultural short stories and fiction books.
- Students will work in literature, circles (student team learning) using Junior Great Book discussion techniques.
- Students will acquire an appreciation for and understanding of literature from and about different cultures.

The grant description reflected the objectives:

> **Students must develop an understanding of the full spectrum of our human community. An ideal way to expose students to human diversity is through literature and activities which promote respect for racial, ethnic, cultural, and religious differences. "To know a country and its people, know its literature" is an applicable idea as fiction often reflects the personal experiences of authors representing many heritages and brings an emotional reality which non-fiction sometimes omits. Although many excellent titles are currently available for student use, new titles are available more quickly than budget allows for purchase. Twenty-five additional (individual titles,**

not classroom sets, of short story collections and fiction books will make the literature circles of learning possible throughout the school year for several classes to replicate the activities of the grant recipient rather than a one time event for one teacher's classes.

Students will read, analyze, research background information, and develop projects for sharing with other students. Their discussion groups will be about content, methods of multicultural portrayal, human diversity, tolerance, etc.

A lesson plan, methods of implementing the program, and a reading list of material used will be distributed to all schools in the district.

Evaluation methods were achievable:

Students' classroom participation, completion of projects, grades on projects, and reading of more than required assignments will be indicators of success. Participation in two publicized school wide lunch time literature discussion groups will be another indicator.

Although this year's grant built on activities continuing from 1991, several challenges to implementation occurred. The two key teachers targeted to help implement the grant transferred to other schools, the fall staff development literary discussion class did not have the required number of teachers to form a class, and the spring staff development literary discussion class did not contain any teachers from my building. In spite of these minor problems we have been successful with the "Literature Circles." I plan for these literary discussion groups to evolve into conflict resolution through literature which is the theme for next year's grant.

The goal of teaching students the enjoyment of leisure reading and lifelong learning builds a type of rapport with students and teachers which is not achieved through all the worthy research projects. As I evaluate the need to continue book discussion groups with teacher and library media specialists throughout my school district and with students I developed the following questions. Does the book discussion group:

1. Increase the number of books people read for pleasure?
2. Encourage people to fulfil the need to discuss books?
3. Encourage people to select quality fiction?
4. Encourage people to suggest titles to others?
5. Encourage people to suggest an author's works with reasons for the suggestion?
6. Increase reading for understanding?
7. Increase class participation for reading assignments?
8. Enhance vocabulary?
9. Increase class participation for reading assignments?
10. Increase empathy for characters?
11. Build communication between people in the discussion group?
12. Lead to lifelong learning?

Four years of field testing book discussion groups for students and/or educators experiences illustrate the groups lead to enhancing the love of reading and lifelong learning.

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Managing Media Centers in Secondary Schools

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Introduction

Up to now relatively little has been written and published about managing media centers in schools. It is not quite clear why this should be so. Books dealing with media centers in general, usually include a brief discussion of the topic. What is found, however, is that most publications focus on the use of media in education, information skills, information retrieval and the selection of media with collection development in mind. These topics cover the two fields of expertise of the media teacher, namely education and library and information science. It seems as if management has been overlooked. Is the reason for this that the principal of the school is regarded as the manager of the school and that the media center is just a part of the school? (Herring 1988:22). However, being in charge of the media center the media teacher must be regarded as a manager as well (Prostano & Prostano 1987:43). It is therefore desirable that attention should be paid to the management of the media center.

A second issue that is even more striking than the first, is the acceptance of the media center as a *sine qua non* for effective education and therefore part of every school. Authors comparing school media services of various countries, regions, or education departments, usually take this as their point of departure. They will compare two different systems after which certain conclusions are reached, without paying attention to the educational philosophy and policy that the education authorities have with regard to the role of media centers in education. This educational philosophy and policy is the cornerstone on which media centers are developed and utilized. Only systems where this cornerstone is present, can be juxta-positioned. Readers are given the wrong impression when comparisons are made as it is taken for granted that both systems are based on this important cornerstone and that the two systems are therefore comparable. These publications and articles focus on the role of the media teacher in curriculum development, the size and retrieval of the media collection, the physical facilities, curricular media used and the acceptance of the media teacher as part of the teaching team.

The Responsibility for Media Services

If the education authorities accept the media center as an indispensable and inseparable part of every school, and it has an educational philosophy and policy to this effect (*The Media Center* 1988:2), then attention can be paid to the question of who should take responsibility for media services. The answer to this question is, in fact, very simple. The responsibility lies with the education authority. The education authority can make certain arrangements to carry of this responsibility. These arrangements go hand in hand with the management of media centers.

Usually two levels of management can be distinguished as far as the management of media centers are concerned, namely the macro and the micro management levels.

Macro Management Level

The education authority functions on the macro management level. Due to the fact that media services are specialized services, education authorities delegate this function to an organization which can take responsibility for it on behalf of the education authority. In this paper attention will be paid to two possible organizations which can provide school media services: first, the education media service as an ancillary service of the education department, and second, an organization outside the organizational structure of the education department.

The Education Media Service

Ancillary services functioning in the organizational structure of the education department, usually have an educational basis, because the functions of an education department are education

and teaching. The primary function of an education media service as an ancillary service is therefore directed toward rendering a service to education.

The service rendered by an education media service can be divided into three main categories:

The Departmental Library

The departmental library is a special library that is concerned with the information needs of the officials, both professional and administrative, of the education department including all the teachers of that particular education department. Media teachers can therefore request professional literature from the departmental library to keep track of the latest developments in their field of interest. As the departmental library is a professional library and information service, it is just natural that it find a home within the organizational structure of the education media service.

Advisory Services

Media advisors possessing a teaching qualification and experience, together with either a qualification in library and information science or education technology, provide a very important service within the education media service. Media advisors visit schools on a regular basis to give guidance to the media teacher specifically, and to the principal and subject teachers in general. Qualified media advisors are in a position to give guidance on library matters as well as on media user education, and curricular and extra-curricular media use. Because they are, just as in the case of media teachers, in possession of a teaching qualification they are accepted by the principal and subject teachers as media specialists and consequently close cooperation exists between them. Naturally, their guidance to the media teacher includes advice on matters relating to the management of the media center. The media advisors operate on the macro management level and are not involved in the day to day management of the media center at the school. That is the function of the media teacher.

Professional and Technical Services

The education media service renders important professional and technical services on the macro man-agement level. This organization is re-sponsible for the planning and provision of physical facilities. This is done ac-cording to certain guidelines laid down by the education department as the mother organization. Professional guidelines are usually formulated by the education media service and then approved by the education department

Professional services of the education media service include the provi-sion of annotated buying lists of se-lected and recommended media. Items from these may be selected and ordered by media teachers for collection devel-opment. It must be borne in mind that many rural schools are situated far away from booksellers in the cities and are not in a position to visit the book-sellers personally. The provision and availability of lists of recommended, graded media constitutes a valuable service to the media teachers. As part of this service, media are classified by professional librarians at the education media service to further ease the task of the media teacher.

Besides these services the education media service may provide complete sets of catalog cartds for the media included in the lists.

The education media service may sometimes purchase media and supply certain items to each school.

Ancillary Service Outside the Education Department

When the education department dele-gates its responsibility for media services to schools to an organization outside the organizational structure of the education department. It is usually to the organization that is involved with public library services. This often results in the establishment of combined school/community libraries situated at schools. Otherwise separate school and public libraries are found. Various examples of these two models exist all over the world.

It is not always clear whether there are people in this type of system who do work similar to that of the media advisors in the education media service. If so, it is important to know whether these people possess a teaching qualification and have teaching experience, as the primary function of the media center is curricular media use which includes media user education. These are pedagogical functions. A media center which is a model in all respects, but is not used satisfactorily

for curricular purposes, should have its right to existence questioned. In addition, one could ask whether the guidance provided on the macro management level, as well as the management of the media center, are pedagogically sound.

Micro Management Level

On the micro management level one finds the media teacher is in charge of the media center. The media teachers are the managers of the media centers. They are responsible for the execution of the functions of management on the micro management level. The training of the media teacher must, therefore, make provision for the execution of the functions of management. In those cases where media advisors operate on the macro management level, media teachers receive guidance from them on the management of media centers.

Often media teachers experience difficulties with the execution of their management functions. The ideal is for the media teachers to hold a senior position on the staff of the school. This will ease their task as managers because they can act with the authority that flows from their senior position. In education systems where the emphasis is on examinations, one finds that the senior positions are held by subject teachers who teach final courses. Unfortunately, too often the media teachers are junior and inexperienced teachers. The result of this situation is that they cannot act with authority in a meeting with experienced and senior subject teachers. That contributes toward a high staff turnover in the post of the media teacher, which in turn has a negative effect on the management of the media center. Continuity is of vital importance for successful management.

It is desirable to appoint a media committee to avoid and solve problems with regard to the management of the media center and poor curricular media use. From a certain perspective it can be argued that the media committee is operating on the meso management level, that means on a level between the macro and micro management level. The media committee comprises the principal of the school, who acts as chairman and the media teacher who acts as the secretary. Other members of the media committee should be the senior subject teachers, sometimes known as heads of department. Other members of the staff who are involved in extracurricular activities can also be co-opted. The primary function of such a media committee is to plan and promote curricular media use. The value of the media committee lies in the involvement of senior subject teachers in the media centers ' services. A by product of this greater involvement is closer cooperation between the subject teachers and the media teacher, an awareness of the management problems experienced by the media teacher, and an awareness of the gaps in the media collection. The media committee can make a contribution toward the elimination of these gaps.

Managing Media Centers in South Africa

Since unification in 1910, South Africa has enjoyed a stable education system. At the moment there are fourteen different education departments besides the four in the independent homelands of Transkei, Bophuthatswana, Venda, and Ciskei. Some critics describe these fourteen different education departments as fourteen different education systems. Others regard them as fourteen subsystems of the South African education system due to the extent of their similarities.

With so many education departments, some differences obviously are noticeable. Some departments have an education media service and well-developed school media centers. In other departments, school media services are poorly developed, while in yet others school media services are almost non-existent. The situation depends very much on the educational philosophy and policy of the different education departments with regard to the role of media centers in education.

During the past decade, and more specifically since the beginning of 1990, South Africa has experienced dramatic changes. Primarily these changes are taking place in the political arena, but they have consequences for the arenas as well. Strong political pressure has been exercised to bring about the establishment of a single education department.

In the process of bringing about a single education department in South Africa, various far-reaching changes have already taken place in the education departments for white children. In the past only government and private schools existed, but since 1992 a third category, state-aided schools has been added. State and state-aided schools are now open to everyone while private schools have their own entrance requirements. Prior to these changes state schools received substantial funds for the development of media centers. Since August 1992 when the new

education dispensation for white children came into being, no more funds have been granted to schools for the development of media centers. At the moment it is not clear whether new state schools to be built will be provided with the physical facilities for media centers. A single education department for the whole of south Africa will be established on April 1, 1994, it is also not yet clear whether funds for media centers will be made available again after that date. It is, however, of vital importance that the education authority **must** explicitly formulate in its education policy the role it expects the media center to play with regard to teaching and learning. There should be a statement on the philosophy, aims, and objectives of the media center in its schools. If the media center's role is not explicitly formulated in the country's educational policy it will not figure in the curricula or examinations of the education system.

Managing Media Centers in the Future

As great uncertainty about the future of school media services in South Africa prevails at the moment, it is obvious that careful consideration is now being given to possible models that might be implemented.

One possible model is the combined school/community libraries that are well known in South Australia. An alternative model is that of community libraries functioning primarily as public libraries, which can also be utilized by the pupils of the surrounding schools. These schools will not have their own school library or media center.

There are definitely other models worth considering as well. The fact of the matter is that if the education authority relinquishes its responsibility for media centers on the macro management level, a new body will have to fill the gap if the media center is to continue to exist. If it is the educational philosophy of the new education authority that media centers have no role to play in the new education system, then media centers in the state schools will become redundant. As far as state-aided and private schools are concerned, it will lie in the hands of their individual management boards to formulate their educational philosophy and policy with regard to the role of the media center.

One possible model that needs to be considered is the continued existence of the present media center at a school. At present each school has a management board chosen democratically from the parent community. The principal and his deputy also serve on the board. The management board is involved in the general management of the school.

The instigation of a new body, the management committee, will be necessary to look after the media center specifically. The management board can ask the management committee to submit a draft of their policy with regard to the role of the media center in the particular school for consideration and approval.

The management committee should consist of at least one representative of the management board, the principal and/or the deputy principal, the media teacher, one representative of the media committee (which will constitute a subcommittee of the management committee), two or more members from the community (preferably chosen from people qualified as librarians and people involved in the training of librarians and more specifically media teachers, as well as people from the business community).

It will be the task of the management committee to take over the responsibility of the education media service on the macro management level if the education authority relinquishes its responsibility. If the management board of a particular school decides that a media center at the school is unnecessary, then a management committee for the media center will probably also be unnecessary, except if such a committee were to take up the challenge to persuade the management board to change its mind.

The management committee can appoint various subcommittees. Reference has already been made of the media committee which is responsible for planning and promoting curricular media use. Other subcommittees could take the responsibility for fund raising, cataloging and classification of newly-bought media, or for providing assistance at the reference and lending desks.

This management model could ease the management function of the media teacher tremendously. It would no longer be necessary for the media teacher to convince the principal or subject teachers of the importance of the media center. That would be the task of the management committee and its various subcommittees. By implementing this management model the continued existence of the media center should be ensured.

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